

THE Language Teacher

全国語学教育学会

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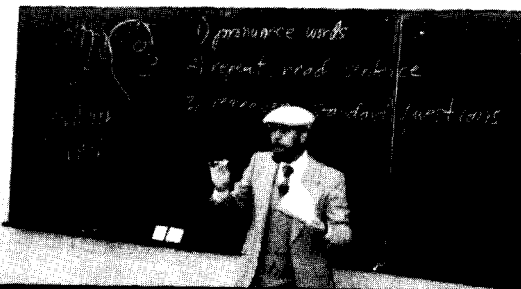
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MORE JALT '86 CONFERENCE PRESENTATION REPORTS



Course Design

Developing Programs and Materials for Language Learning

Fraida Dubin and Elite Olshtain

NEW DIRECTIONS IN LANGUAGE TEACHING
Cambridge University Press

Course design

Designing Programs and Materials for Language Learning
Fraida Dubin and Elite Olshtain

This book is intended for teachers who are involved in planning courses or writing their own materials. The authors begin with the fact-finding stage to establish realistic goals and proceed to discuss curriculum and syllabus construction in a communicative context. Materials preparation is examined in detail with reference to language content, sociocultural appropriateness and reading skills, and examples are given from a wide range of sources. The book ends with a survey of the practical issues involved in organizing projects.

Culture Bound

Bridging the cultural gap in language teaching
Edited by Joyce Merrill Valdes

Culture and how it affects language, teachers and learners is an important topic which has been unduly neglected in recent years. This new collection of essays offers a perspective of how language and culture interact and how teachers can incorporate a cultural component into their teaching. In particular, the essays explore the difference between interacting with a culture and entering it; language students are encouraged to understand the new culture without necessarily embracing it. This selection brings together representative practical and theoretical material by scholars and teachers in the field.

Culture Bound

Bridging the cultural gap in language teaching

EDITED BY
Joyce Merrill Valdes

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COVER PHOTOS: Courtesy of JALT-Fukuoka and JALT-Ibaraki

THE Language Teacher

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The Language Teacher is the monthly publication of The Japan Association of Language Teachers (*Zenkoku Gogaku Kyoiku Gakkai*), a non-profit organization of concerned language teachers interested in promoting more effective language learning and teaching. JALT welcomes new members of any nationality, regardless of the language taught.

The Language Teacher editors are interested in articles of not more than 3,000 words in English (24 sheets of *400-ji genko yoshi* in Japanese) concerned with all aspects of foreign language teaching and learning, particularly with relevance to Japan. They also welcome book reviews. Please contact the appropriate editor for guidelines, or refer to the January issue of this volume. Employer-placed position announcements are published free of charge; position announcements do not indicate endorsement of the institution by JALT. It is the policy of the JALT Executive Committee that no positions-wanted announcements be printed.

All announcements or contributions to *The Language Teacher* must be received by no later than the first of the month preceding desired publication. All copy must be typed, double-spaced, on A4-size paper, edited in pencil, and sent to the appropriate editor.

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Interview: DIANE LARSEN-FREEMAN



*Diane Larsen-Freeman was interviewed for The Language Teacher by Dale Griffee in 1986. Larsen-Freeman's **The Grammar Book: an ESL/EFL Teacher's Course**, was published by Newbury House in 1983.*

DG: *How long have you been teaching ESL?*
DLF: I began teaching in 1967 in Malaysia, where I spent two years with the Peace Corps.

My first introduction to grammar came in the 9th grade when we were asked to diagram sentences. What was your first introduction to grammar and what was your reaction?

It came at about the same time for me, too. I enjoyed the puzzle that grammar presented, trying to figure out the rules and how they worked.

TESL teachers seem to be fond of grammar. Why do you think this is so?

We tend to teach the way we were taught, and many of us were taught a foreign language through its grammar. But I also think teachers teach grammar because they know it works for many learners. When I say "teach grammar," I don't mean just teaching the structures of the language itself. Any approach to teaching that systematically focuses on one dimension of language - in this case the forms of the language - will prove inadequate. On the other hand, minimizing attention to form often results in English being spoken in a "pidginized" way, replete with formal inaccuracy. It's a question of balance. The key is to avoid sticking exclusively to grammar, or functions, or any other dimension of language.

Our students in Japan have a strong grammar base. Should we build on this base, or would it be a better idea to approach language learning from another side, for example, a more communicative approach?

That's an interesting question. Pedagogically it would seem to make sense to build from the known to the unknown.

Do you think either way would be acceptable?

I don't think it's a question of either-or. For me it's a question of trying to understand where the students are and how we can move them forward from where they are in their acquisition of the language. Language is multi-dimensional. At the very least, there are three dimensions to language: meaning, or *semantics*; form, or structure; and the uses of language, or *pragmatics*. Each must be included in a course which takes communicative competence as the goal of language instruction.

Furthermore, we want to have students learn these in a way that can tap and make use of students' natural learning abilities. It's a complicated process.

But we don't have to understand the whole process to do it.

No, we don't. But we do want to carefully assess where students are in their acquisition of English and teach in a way in which we can accelerate their learning. We know students learn "in spite of" teachers, but if you have a choice you seek out a language teacher to accelerate the process. A teacher can presumably do this by taking cues from the students - by diagnosing where the student's strengths and weaknesses are *vis-a-vis* the subject matter - in this case, English. For example, a false beginner could be deficient in grammar, or in communicative use, or in expressing meaning clearly. Or a false beginner could have adequate knowledge in all those areas, but be unable to activate it. After assessing the students, it is the teacher's responsibility to plan lessons that are appropriate to challenge that group of students. If it is a question of students being unable to activate their knowledge, then giving more knowledge won't help, but meaningful practice might. That's why I say it's a complicated process. There are no easy answers like "Teach all Japanese students to communicate because they already know grammar."

What made you decide to write *The Grammar Book*?

The book originated in 1976. Marianne Celce-Murcia and I had the good fortune of being asked to teach different sections of the same course in grammar for ESL teachers. This was at UCLA. We looked around to see what we could use for a course text and discovered none existed. There were reference grammars; there were ESL student textbooks; but there was nothing aimed at providing teachers with information, developing teacher awareness of grammar and also developing their skill in language analysis. So what we did the first year, basically, was work from our own resources, creating handouts. By the second year we became a little more systematic and the handouts became packets. Writing the book was very much an "organic" process. It took seven years of constantly adding to it, based on our experience in teaching it and getting all kinds of helpful, constructive feedback from our students and colleagues. So the book began as a real need. Nothing existed. Nothing else yet exists for the ESL teacher as a teacher course.

In your opinion, what is happening in the field of grammar today? I thought that I was witnessing the death of grammar and was quite happy to be standing over the grave.

I think it's helpful to make a distinction in terms of what we mean by grammar. There are two ways of talking about grammar. One is the implicit, unconscious knowledge that speakers of the language carry with them, which enables them to string together words in a meaningful way.

So "meaningful" and "grammatical" are the same?

Yes.

Then why do students need to know the rules of grammar? Why can't they learn a language through TPR, for example?

To answer that, let me continue with my distinction. The first type of grammar is the implicit grammar. This is something we definitely have to work on developing within our students – the implicit knowledge of rules which govern production and understanding and competence in the language. The other definition is that of explicit grammar. This is the linguist's rules and descriptions of what we carry around with us as speakers of the language. And I think that this is an important distinction, because when people talk about grammar and when they say that grammar rules don't help, what they are talking about is the

explicit rules. So if you have memorized all the grammar rules, they may not do you one bit of good in terms of producing and understanding the language.

Especially if the explicit rules are formulated in the student's native language.

Yes, yes. Although we don't want to overstate the case. It's possible that explicit grammar rules may help some to develop implicit grammar. But it is the *implicit* grammar – the ability to create and understand novel utterances – that is what we are after, and there are many ways to achieve this. TPR may be one way; problem-solving tasks is another. There are many.

It seems as if there are two very different entities here. We may get into arguments because we are not clear which definition is being used.

That's right. The real controversy in the field, I think, has been the muddying of this distinction because I don't think anyone would deny that implicit grammar is what we are aiming for.

**SPECIAL ISSUES of THE
LANGUAGE TEACHER for 1987**

May:
Teaching Composition – Ian Shortreed
June:
Discourse Analysis – Virginia LoCastro
July/August (open)
September:
Bilingualism and Language Education – Jim Swan
October/November (open)
December:
False Beginners – Toril Christensen
Please contact the Editor if you would be interested in guest-editing an issue of The Language Teacher on a specific topic.

**BILINGUALISM AND
LANGUAGE EDUCATION
Call for Papers**

There will be a special issue of *The Language Teacher* on Bilingualism and Language Education for September 1987. The guest editor is soliciting articles in English or Japanese that provide good insight into the field in general or that have particular relevance to situations involving Japanese.

Manuscripts should be received by June 30; for guidelines contact the guest editor: Jim Swan, Aoyama 8-122, Nara 630.

JALT '86

CONFERENCE PRESENTATION REPORTS

STRATEGIES FOR INCORPORATING MORE LISTENING IN THE CLASSROOM

By John R. Boyd and Mary Ann Boyd

After a fast-paced, listen-and-repeat, how-not-to-teach-Fijian mini-lesson, John and Mary Boyd introduced their alternative to the audio-lingual method. Their "listening comprehension" approach to language teaching focuses on listening for meaning, on building up students' receptive language.

The Boyds demonstrated a variety of listening activities which can be used with students from beginning to advanced levels. In these activities, students are given a lot of input; they are asked to comprehend, not to produce.

Most of the Boyds' activities follow a "yes-no question" -- "either-or question" -- "WH question" order of presentation. A worksheet and pictures are always provided to involve students and to keep them from losing interest. An example of a high beginner/low intermediate level lesson might be:

1. Are the pencils made of iron? (and other yes-no questions)
(Students can check yes or no)
2. Are the pencils made of iron or wood?
(and other either-or questions)
(Students can write or circle the answer)
3. What are the pencils made of? (and other WH-questions)
(Students can write the answer.)

The students are encouraged to ask clarification questions at any point in the lesson; for example, "what was the last word" or "how do you spell it". The Boyds say that the above sequence of presentation lessens student stress and allows students to concentrate on meaning.

**Reported by Carolyn Miki
Hiroshima Jogakuin College**

ZEN AND THE ART OF COMPOSITION

By Philip Jay Lewitt

There are four methods of instruction employed in the teaching of Zen, and P.J. Lewitt, a former Zen monk, makes use of these methods

to teach English composition to Japanese university students: **1)** meditation (zazen); **2)** physical work; **3)** personal interviews; and **4)** group lectures.

The first method, meditation, takes up the initial class period. Students are asked to think of a subject or idea they would like to write about and to reflect upon it. Actual writing (physical work) takes up the next class period, in which the students are expected to finish a first draft. In the third class period these first drafts are collected and the students are told to write a second draft on the same theme. Shock and consternation! Nevertheless, second drafts are duly written. In the fourth class period the first drafts are returned (uncorrected, indeed unread), and the students are told to write a third draft which combines the best elements of drafts one and two. During the next class period (the fifth) groups of three are formed, and each member reads out his composition to the other two for advice and criticism. This is followed at the next session by personal interviews with the teacher (Zen method #3) in which rather than have the students trip up to his desk one by one, Lewitt goes to each with what he calls his "milking stool." A fourth and final draft is then written (typed!) and submitted for grading. The group lecture (Zen method #4) is reserved for those rare occasions when a need for one seems to arise, such as JALT conferences, perhaps.

P.J. Lewitt's presentation at JALT '86 drew a large crowd and was conducted in a casual manner with a number of stories, jokes and digressions. It was only about half-way through that his audience became aware that Lewitt was not only talking about Zen methods of instruction but was also conducting the presentation in accordance with the last of them, *teisho*, the group lecture.

The mental and the physical combine in the act of writing, said Lewitt. It is important for the teacher to give students space to grow. Writing is learned by writing and the teacher should interfere as little as possible. Writing, like living, is a process and it is important that the product -- the finished piece of writing -- should never be separated from the process of creation. Lewitt emphasized this point with a quote from Donald Murray: "Process cannot be inferred from product any more than a pig can be inferred from a sausage."

Questioned about his methods of grading

compositions, Lewitt was delightfully vague and said he went in for "creative grading." Fair enough. This reviewer would give P.J. Lewitt a grade of, say, 83 on this presentation. Don't ask me why, it just had the feel of an 83. Next, please.

Reported by Brendan Lyons

CONVERSATION MANAGEMENT FOR LOWER LEVEL STUDENTS

By Kevin McClure

Rules of interaction taken for granted in L1 differ in L2, so Kevin McClure explicitly teaches conversation management skills. At this workshop he shared classroom techniques designed to teach rules of English conversation, noting that this approach may be most useful for in-company programs.

Observing awkward conversations during meals at LIOJ intensive residential programs, McClure noticed that students lacked strategies to keep the conversation going. Questions were too personal or too often repeated for native speakers to enjoy answering them. Yes/no questions were poor for conversation flow. He heard "cul de sac" conversation starters like "Do you believe in God?"

In one exercise McClure lets students decide whether certain questions are okay or impolite. The reaction may depend on the individual, but students are led to realize that personal questions are difficult to respond to and therefore are better avoided.

In another exercise students are given two transcribed conversations, and they work together to figure out that one is of the interrogation type while the other uses open questions to maintain the conversational flow.

McClure hands out lists of "Listener Expressions," which show interest or attention, surprise, sympathy, even what to say while thinking of a reply. In exercises students use the lists to write in responses to a hypothetical conversation partner. A related game pits the students against the instructor, losing points to the latter on the blackboard for inappropriate responses or over four seconds of silence, or defeating the instructor if they have a larger number of suitable responses.

Lists of often-needed expressions are posted in the classroom, and the instructor can point to them whenever applicable. One such list is "Clarifications" like "Could you repeat that?"

and "What does ----- mean?" Another, called "Conversation Tips," actually lists strategies for effective interaction: ask open questions, ask a question when you don't understand, remember balance, bring others into the conversation, avoid silence, add information to answers, and introductions of people.

In "Conversation Preparation" exercises, students use lists of, say, adjectives to describe music, along with sentence patterns to express opinions, agreement or disagreement. The students rate different kinds of music and can discuss their opinions among themselves with this preparation.

"Turn-taking" is analyzed in transcribed conversations and made explicit in the following game. Balanced participation is assured by giving each student in a group eight sticks. Whenever they take their turn speaking, they throw one stick into the middle. They end up having to draw quieter students into the conversation for their team to finish first and win.

Reported by Steve McCarty
Kagawa Junior College

THE RELEVANCE OF CLASSICAL RHETORIC IN COMPOSITION CLASSROOMS

By Clyde Moneyhun

Rhetoric isn't logic, contrary to popular belief, maintained Clyde Moneyhun, a writer and a teacher of writing. While logic is abstract, more closely related to mathematics than anything else, rhetoric is essentially the art of persuasion. It is not, *per se*, the embodiment of reason or the pursuit of truth. "Rhetoric is mired in the mud of everyday life."

To prove his point, Moneyhun took us on a journey to ancient Greece and Rome, whose cultures, when viewed through the prism of their rhetorical theories and practices, appear far less profound than the image we have gotten from the Renaissance on.

Classical rhetoric was grounded not in philosophy but law – that is, in using the law to get your own way. Moneyhun cited examples of how rhetorical devices which we fallaciously equate with logic were in fact clever appeals to prejudice or intellectual tricks. Yes, even Plato and Aristotle were con men.

What does Moneyhun's delightful lecture have to do with ESL composition? Most important, if we accept that logic doesn't equal rhetoric,
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we can – with great relief – quench all those debilitating arguments about whether there is a “Japanese logic” as opposed to a “Western logic.” If we look at writing persuasion, we can be more detached and tolerant (and intolerant when necessary) as teachers and students. We can assume that certain rhetorical devices carry over from Japanese into English writing and others do not. But rather than dwelling on what is “Western” and “Japanese,” we can simply be objective and say, “This works but that doesn’t when you write in English.”

Furthermore, we teachers need no longer delude ourselves with beliefs that we are prophets of a superior rhetoric. Nevertheless, we also need not (in this writer’s opinion) be intimidated by rhetorical devices that try to excuse personal failings with openers like, “But we Japanese. ”

**Reported By Alex Shishiu
Miyazaki Women’s Junior College**

CROSS-CULTURAL COMMUNICATION AS AN EFFECTIVE EFL TEACHING FORMAT IN JAPAN

By John M. Ratliff

After defining the target group of an EFL course format based on examination and comparison of Japanese and American cultures as being *shinjinrui*, Ratliff went on to discuss the importance of the cross-cultural component of TESOL, and the challenges of developing cultural relativism. He then outlined a course he teaches, explaining the techniques and strategies involved.

Shinjinrui was defined as being a college-age student who is cut off from, and often contemptuous of, traditional Japanese culture. This kind of person finds limitations in her own culture and seeks to expand. In Ratliff’s opinion, young women in Japan seem the most unsatisfied. For them, studying English provides a door to something, opening up new possibilities. Unfortunately, the *shinjinrui*’s perceptions of the U.S. and Americans are based primarily on Hollywood.

Studying English has become fashionable, but it necessarily involves more than learning just the irregular verb forms, Ratliff said. The functional use of language differs fundamentally between Japanese and American culture. In Japan, one is not supposed to want anything too much; then you are taken care of. The Japanese language is polite and indirect while English is polite but direct. Essentially, Japanese students of English must develop new forms of cognition, which means developing new values.

In his discussion of cultural relativism, Ratliff said that each culture develops structures in a different way to deal with functions like growing food and organizing work. From the different cultural ways of dealing with basic human needs necessarily evolve stereotypes and ethnocentrism. The latter was defined as judging the way other cultures do things based on our culture being the correct way. Ratliff said to elicit stereotypes from our students (as well as be aware of our own), and help them to overcome the stereotypes, and reject ethnocentrism, the goal being the development of biculturalism and “world citizenship.” However, Ratliff added, the notion of being a “world citizen” is a direct expression of western values, and it is inimical to key core values of Japanese culture. He discussed *shimiguni*, *kejime*, and *wareware Nihonjin* as examples.

A course in cross-cultural communication that Ratliff teaches is divided into structural/functional units on the following topics: Introductions; The Generation Gap-Youth Culture; Friendship; Non-verbal Communication; Love and Marriage; Family and Child-rearing; Education; Work; Time and Space; Intercultural Interaction-Culture Shock; and World Citizenship. About introductions, he said, it is important to establish a community of trust, and to elicit the students’ attitudes about learning English and the U.S. With each unit, the students compare the way things are done in Japan with the way they are done in the U.S.

Techniques the students use include observation of behavior in various settings, interviews (parents, retired people, *gaijin*), keeping a diary, and roleplay.

Finally, he discussed a list of strategies for teaching culture, which included avoiding forms of judgment and condemnation, nurturing the student/teacher relationship, systematically demythologizing their view of American culture, making them more familiar with their own culture (from which they may be alienated), and avoiding the singling out of individuals by developing group activities.

**Reported by Sarah Lindsay
Nagasaki Gaigo Tandai**

THE TEAM TEACHING METHOD UTILIZING JAPANESE- AND ENGLISH-SPEAKING INSTRUCTORS

By Reiko Takeo, N.C.B. Language Institute

In her presentation, Ms. Takeo discussed the aims, rationale, procedure and results of the unique approach to team teaching used at the

N.C.B. Language Institute in Osaka. She believes that if you give beginning students a chance to fully express themselves, they will be enthusiastic language learners. The team teaching method at her institute puts emphasis on encouraging creativity in order to keep student motivation high.

According to Takeo, using Japanese English teachers to prepare students for the native speaker's class is beneficial because the Japanese teachers, being more familiar with the psychology and lives of the students, can help the students go beyond stereotyped responses to express their own personalities in English. She also feels that there are many skillful and experienced Japanese English teachers whose talents are being underutilized because of the common idea that learning English conversation means having a foreign teacher.

The team teaching method consists of a 50-minute preparatory lesson by the Japanese instructor, a 10-minute conference in which the Japanese instructor briefs the native speaker on the contents of the lesson, and another 50-minute class in which the native speaker covers the same material with the same students. During the first lesson, the Japanese teacher uses both Japanese and English to prepare the students for the conversations or role plays that will be practiced in the second hour. She/he also teaches paraphrasing techniques and other useful strategies for conversation. The native-speaking English teacher conducts the lesson entirely in English and helps the students work on their pronunciation and grammar while giving each one a chance to talk about the topics presented in the first hour.

In the video of actual classes taught at N.C.B. Institute, the bilingual teacher played a variety of roles as she encouraged students to explore possible answers to the simple greeting, "How are you?". She acted both as a coach and as a cultural and linguistic intermediary. She explained to her students that their initial response, "Shindoi!" (I'm tired!) was too common and urged them to give further detail or to imagine an exaggerated response. She first helped them find a simple way to express their responses and then gave them additional vocabulary. So, for example, after one student explained, "I drank too much liquor last night so I feel bad," she gave him the word "hangover." With this preparation, the students were then ready to engage in a lively conversation with the native speaker as demonstrated in the video of the second hour.

In addition to teacher feedback, Takeo had two kinds of data to show that the classes taught by a team were more effective than

those taught exclusively by a native-speaking English instructor. First, a case study of 200 beginning students showed that a higher percentage of the students in the team teaching group passed the STEP level 2 or the UN English test level B in a shorter period of time. The results of a questionnaire showed that an overwhelming majority of students were satisfied with the team teaching approach. Teachers felt that there had been a great change in student attitudes, with students realizing that conversation had to be created by themselves, not by a textbook. Many students said that their personalities had changed as a result of studying English with a method that fostered originality. University students found, for example, that they could handle their job interviews much more confidently.

**Reported By Barbara Fujiwara
Seifu Junior and Senior High Schools**

THE EFFECTS OF SYNTACTIC SIMPLIFICATION AND REPETITION ON LISTENING COMPREHENSION

By Raoul Cervantes and Glenn T. Gainer

In a report on two experiments carried out at Fukuoka University, Raoul Cervantes and Glenn T. Gainer explained to their audience the role that simplification and repetition play in language learning.

In the first experiment, Cervantes and Gainer focused on two questions: (1) Does syntactic simplification facilitate listening comprehension? (2) Does syntactic simplification help lower-level learners more than upper-level learners? The results of their first experiment show that simplification does facilitate listening comprehension, and that it helps upper-level and lower-level learners equally.

In their second experiment, they added another variable, repetition, in order to compare simplification with repetition. They asked: (1) Would one help more than the other? (2) Would one help one group of learners more than it would the other group? They found that simplification again helped both levels of learners; however, this time it helped upper-level learners more than it did lower-level learners. They also found that repetition facilitated comprehension at both levels, but that it helped the lower-level learners more. In other words, both simplification and repetition facilitate listening comprehension. However, simplification helps upper-level learners more and repetition helps lower-level learners more.

Reported by Carolyn Miki

JACET CHUGOKU-SHIKOKU CHAPTER FLOURISHES WITH CONFERENCES, MEETINGS AND LECTURES

This is to report that the Japan Association of College English Teachers (JACET) Chugoku-Shikoku chapter has been very active in the last 12 months in holding an annual conference, quarterly meetings and occasional lectures, as well as taking on some new ventures.

While the 1986 Conference on June 1 was prepared by Tokuyama Daigaku, the 1987 Chapter Convention on June 7 will be hosted by Ehime University at Matsuyama. The theme of this forthcoming event centers around "Theory and Practice of Second Language Acquisition," with Prof. Kevin Gregg of Matsuyama College as the keynote speaker. In addition to this address, a general meeting, a symposium, and paper presentations are scheduled.

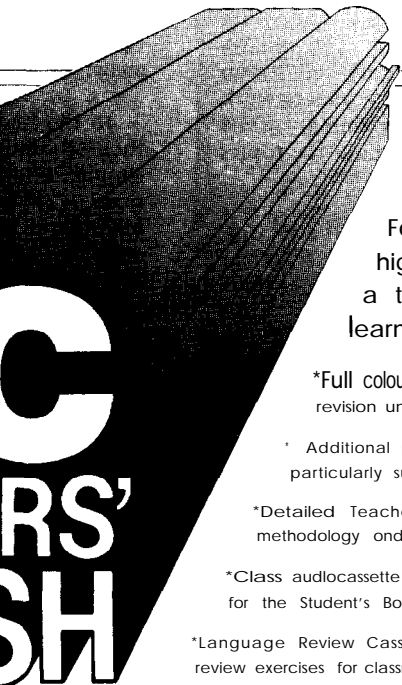
The quarterly meetings are usually held at Notre Dame Seishin University in Okayama every March, June, September, and December. Our most recent gathering on March 7 had the following program: Prof. Junsaku Nakamura's presentation on CMI for

Language Lab classes, and John J. McGovern's talk on ELT projects from around the world. Our next meeting is scheduled on June 20 with a symposium, "Working with *English Workshop*."

Our occasional special lectures attract not only local English teachers but also keen participants from Kyushu, Kansai, and Kanto areas. In 1986 we invited the following nine distinguished guest speakers from abroad: Alan Dundes, John Sinclair, Herman Parret, Einar Haugen, Jeremy Harmer, Martha Pennington, Adrian Doff, Michael Halliday, and David Brazil. In 1987 we are expecting Gerhard Nickel, Haj Ross, and several other eminent linguists to come and talk to us.

All in all, JACET Chugoku-Shikoku chapter is flourishing with these ventures and activities. And now we are ready to host the 27th Annual Convention of the Japan Association of College English Teachers at Zentsuujii in the autumn of 1988. For further information please call T. Hashiuchi, 0862-52-1155 ext. 402.

Takeshi Hashiuchi
Secretary General
JACET Chugoku-Shikoku Chapter



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JALTNews

JALT EXECUTIVE COMMITTEE MEETING REPORT

The JALT Executive Committee met in Tokyo on Feb. 1 for a one-day session. The most important motion of immediate concern to the chapters that was passed is that any chapter wishing to send a representative to the May 30 and 31 Executive Committee meeting may do so at JALT-National expense. Following are some of the other motions that were passed.

1) For the April conferences of IATEFL and TESOL, the ExCom elected as JALT representatives Virginia LoCastro and Phil Crompton for IATEFL, and Tom Robb as official representative, David Hough as alternate and Keiko Abe as observer for TESOL. Furthermore, funding up to a maximum of ¥500,000 was made available, based on need, for the representatives.

2) JALT gave *koen* for the employment service database established by the Kenkyusha Eigo Centre, subject to review after one year. JALT members have been offered a reduction in the fee to join the service; in addition, JALT itself will receive ¥500 for each applicant for the service and an additional ¥500 for each placement.

3) Two new members were added to the Long Range Planning Committee: Jim Batten to study the feasibility of establishing professional guidelines for JALT, and Torkil Christensen to communicate and coordinate with other TESOL/IATEFL affiliates in the Pacific region.

4) The National Program Chair's duties of supervising arrangements for the annual conference have been suspended until (1) a committee composed of the three previous conference chairs and the current chair studies matters concerning the annual conference and the chain-of-command on conference-related decisions; and (2) the ExCom acts on the recommendations.

5) JALT officers, in return for their conference fee waiver, will be required to work for approximately two hours during the conference, to attend the annual business meeting, and to attend the officers' function meeting for their specific function.

6) John Laing has been appointed coordinat-

or for the JALT Summer Institute to be held Aug. 8-9 at Tokai Junior College in Shizuoka.

Selection of the site for JALT '88 is under way; The Kobe University of Foreign Studies has expressed a strong interest in sponsoring next year's conference. By May, JALT may have three new chapters in Nagano, Kanazawa, and Fukui. Lastly, Ann Chenoweth and Eloise Pearson have been highly recommended for appointment as the new co-editors of *The Language Teacher* to replace Debi Foreman-Takano and Marie Tsuruda when they resign later this year after almost three years as co-editors. In addition, the Publications Chair announced that a replacement is needed for Rick Berwick, who recently resigned for personal reasons as co-editor of the *JALT Journal* (see Positions Announcements in this issue).

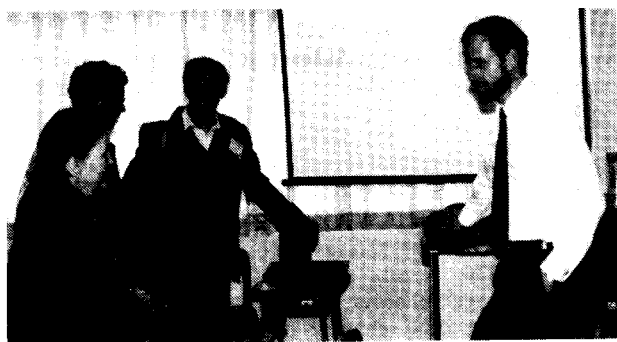
Submitted by Virginia LoCastro
for Jim White

JALT MEMBERSHIP INCREASE AWARDS FOR 1986

The results are in! Congratulations to the Nagoya chapter, which wins the first-place award of a chapter program at JALT-national expense, and to the Yokohama chapter, which gets half of the same for coming in second. The winners were determined by comparing the total members in every chapter on Dec. 31 of 1985 and 1986, with the total of new members acquired through the annual conference subtracted to offset any advantage of being located near the conference site. Note that while both Chiba and Shizuoka show a high increase over the previous year, both chapters, having been formed in 1985, were not eligible for consideration this year. The figures follow:

Chapter	New Members		Total Members		Adjusted Total	Percent Change
	From	Conference	12/31/85	12/31/86		
Hokkaido	3		103	93	90	- 9.70
Sendai	11		87	88	77	- 1.14
Yamagata	2		42	44	42	4.76
Ibaraki	1			73	72	
Gumma	6			73	67	-
Omiya	1			52	51	-
Chiba	1		35	57	56	-
Tokyo	34		548	539	505	- 1.64
Yokohama	8		106	129	121	21.69
Shizuoka	8		37	66	58	
Hamamatsu	0		69	72	64	4.34
Nagoya	11		166	214	203	28.91
Kyoto	2		160	150	148	- 6.25
Osaka			253	260	253	2.76
Kobe	16		157	158	142	0.63
Okayama	3			49	46	- 2.00
Hiroshima	2		89	98	96	10.11
Tokushima	0		64	47	47	- 26.56
Takamatsu	0		49	38	38	- 22.44
Matsuyama	0		93	89	89	- 4.30
Fukuoka	8		81	82	76	1.23
Nagasaki	0		72	67		- 6.94
Okinawa	2		36	41	39	13.88

Moments at JALT '86...



JALT '87

Tokyo

LOOKING AHEAD TO JALT '87

November 21-23 are the dates, and Meiji University's Izumi campus in Tokyo is the place for JALT '87. The theme this year is **Teaching Foreign Languages**. The plenary speakers are distinguished foreign language educators Mary Finocchiaro and Gerhard Nickel.

Dr. Finocchiaro, currently a Special Consultant to the United States Information Service in Rome, has taught at all levels from elementary school to universities in settings as widespread as Italy, Spain, the U.S., and Turkey. She has published a number of classic articles and books such as *English as a Second/Foreign Language: From Theory to Practice*, *The Foreign Language Learner*, and *A Functional-Notional Approach*. (A Japanese translation of the latter will be published early this year.)

Dr. Nickel is Director of the Institute of Linguistics at the University of Stuttgart. He has lectured in the U.S., Canada, England, the Middle East, Latin America, and East Asia. He has taught foreign languages at a German secondary school, has served as a linguistic advisor to the Council of Europe, and currently is on the advisory boards of several journals of applied linguistics.

The conference site is at the Meidaimae junction of the Keio and Inokashira lines, a very short ride from Shinjuku station, which is within a short walk of the conference hotel, the Washington. This should be one of the most convenient conference "commutes" yet.

The calls for papers and colloquia follow. It's never too early to start making plans. Mark your calendars and start thinking about what ideas you'd like to share with your colleagues.

CALL FOR PAPERS

JALT '87, the 13th Annual International Conference on Language Teaching/Learning, will be held Nov. 21-23 (Saturday, Sunday, and Monday) at Meiji University, Izumi Campus, in Tokyo. This year's conference has as its theme "Teaching Foreign Languages," and we look forward to presentations and plenaries that address this theme as well as provide a forum for debate by concerned ELT practitioners.

We would like to emphasize as well the bicultural, bilingual nature of the conference by encouraging participation by Japanese teachers of English, Japanese, and other languages. Proposals and presentations may be in English or Japanese.

If you would like to give a presentation, please fill in the Presentation Data Sheet and complete the other procedures by **July 15**. The deadline for **overseas** proposals is **July 1**.

Procedures

1. Send a 150-word (maximum) summary of your presentation for inclusion in the conference handbook and for review by the selection committee. If you feel you can not adequately cover your topic within this limit, then write a second, longer summary for use by the selection committee.

If you submit only one summary, send *two* copies, one *with* your name, address, and phone number, and one *without*. If you submit a longer summary, submit only *one* copy of the shorter version (with the above-mentioned information) and *two* copies of the longer version, one *with* and one *without* your name, etc.

2. In the shorter, conference handbook version, include enough information to convey the main ideas of your presentation so that conference participants can make decisions concerning attendance. Also include precise details as to the central theme and form of your presentation. Present a clear idea of what you intend to do as well as why and how, and indicate the level of teaching experience your audience should have in order to benefit from your presentation. It would also be useful to indicate whether your presentation "assumes no prior knowledge" or is for "people well versed in the literature."

Give the summary a title of 10 words or less. If you write a second, longer summary for the selection committee, then expand on these topics as necessary. Remember that only the shorter version will be included in the conference handbook. The JALT '87 committee reserves the right to edit abstracts which exceed the 150-word limit.

3. Write a 25-to 30-word personal history for the handbook. Write this in the third person, exactly as it should appear, i.e. "T. Sato is. . ." not "I am. . ."

4. Complete and return two copies of the Presentation Data Sheet.

5. Be sure your name, address, and telephone number are on every sheet submitted, except for one copy of your summary as explained above.

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(continued from previous page)

6. All submissions in English should be typed, double-spaced, on A4 (or 8½ x 11) paper. All submissions in Japanese should be on *400-ji genkoh yoshi*. All papers must be received together at the following address by **July 15**:

**JALT '87 Program Chair
JALT, c/o Kyoto English Center
Sumitomo Seimei Building
Karasuma Shijo Nishi-iru
Shimogyo-ku, Kyoto 600, Japan**

7. Please note that **overseas** proposals must be received by **July 1**.

8. We regret that honoraria can not be given to presenters. However, the conference fee will be waived for the first presenter on the summary.

9. Notification of acceptance of proposals will be mailed out on Aug. 31.

10. All overseas participants will be required to notify the Program Chair by Sept. 30 that they have accepted the invitation to give a presentation at JALT '87. If this requirement is not met, the individual(s) risk(s) having the acceptance withdrawn and the summary will not be printed in the conference handbook.

11. Presenters are encouraged to submit revisions of presentations for possible publication in the *JALT Journal*.

PLANS FOR JALT '87 COLLOQUIA

Language teachers and scholars are invited to participate in two types of Colloquia this year, *Planned* and *Volunteer*.

Planned Colloquia, with designated topics, will be organized by the Colloquia Chair under the direction of the Program Committee. Each Planned Colloquium will last three hours. A moderator will introduce three to four speakers for 30- to 40-minute presentations. Speakers will join in the subsequent dialogue and Q/A period. Topics currently under consideration are:

1. **Motivating Foreign Language Learners**
2. **New Orientations in EFL Reading**
(Dr. Finocchiaro will join 1 and 2.)
3. **Pedagogical Implications of Error Analysis**
(Dr. Nickel will join 3.)
4. **Approaches to Teaching EFL**
5. **EFL in Classroom Materials**
6. **Teaching Japanese as a Second and Foreign Language**

Those wishing to join a Colloquium should follow all the procedures outlined in the **Call for**

Papers and write "Colloquium" in the "Format" section of the Presentation Data Sheet (specify topic). Individuals who can serve as moderators are encouraged to write the Colloquia Chair.

Volunteer Colloquia (VC) may be created following the format of Planned Colloquia, *except* the choice of topic and selection of speakers and moderator will be done by participants themselves. For example, SIGs in various chapters may form a "VC in EFL" for high schools; or four teachers of EFL composition may form one. Those wishing to create VCs should follow all the procedures outlined in the **Call for Papers** and write "Colloquium" in the "Format" section of the Presentation Data Sheet. Submit all documents for VCs together.

Colloquia Chair: Charles B. Wordell, 5-543-2 Matsushiro, Yatabe, Tsukuba 305.

GUIDELINES FOR FEATURED SPEAKERS

As JALT has grown, and as the number of participants at the annual conference has increased, it has become necessary to clarify some procedures which previously were handled in an admittedly ad hoc manner. The following outlines the requirements for **Featured Speaker** status for JALT '87.

1. There will be a limitation of five for the number of individuals in this category.

2. A full CV (curriculum vitae) must be submitted.

3. The individual must submit proposals for presentations so that the ratio of regular, non-commercially based presentations to those based on commercially prepared proposals is three to one. All proposals are refereed, nevertheless, so that the individual may not in fact have all the proposals accepted.

4. The individual must have some standing in ELT and related fields, in addition to any name or reputation the person has gained as a result of textbook/coursebook publications.

5. The individual has to be accessible and available to participate in all conference events. At least one of the non-commercially based presentations should address the conference theme, **Teaching Foreign Languages**. In addition, we are considering organizing concurrent plenary sessions, particularly for the first day, Saturday, Nov. 21, of the conference. Some or all of the Featured Speakers may be asked to give a plenary address that must be non-commercial. Lastly,

the Featured Speakers will be expected to participate in the panel at the end of the conference on Monday, Nov. 23.

6. Proposals for individuals to be given Featured Speaker status can be made by any JALT member, whether an associate member or a regular member. The person(s) making the proposal must, of course, do so only with the full permission of the person whose name is being submitted along with the necessary documents, including proposals for presentations and a possible plenary address.

7. Individuals will be notified of being designated a Featured Speaker by the JALT '87 Conference Committee by **July 31**.

8. Notification by the individual of acceptance

of the Featured Speaker status must be received by the Program Chair no later than **Aug. 31**. If JALT is not notified by this date, the next person suitable for this status will be selected.

9. Selection of Featured Speakers will be made by a committee composed of the Conference Chair, the Program Chair, the Executive Secretary, the President, and the Publicity Coordinator-English.

10. JALT can provide no funding for any conference expenses. Individuals who are uncertain of other, secure sources of funding are discouraged from being proposed for this status.

11. Presenters are encouraged to submit revised versions of presentations given at JALT '87 to the **JALT Journal** for possible publication.

第13回 JALT 国際大会 研究発表者募集

(JALT '87 Call for Papers)

来たる11月21日(土)~23日(月)の3日間、東京の明治大学和泉校舎において、第13回 JALT 国際大会が開催されます。今大会においては、Teaching Foreign Languages というテーマのもとに、数多くの研究発表、ゲスト・スピーカーによる講演、及び、公開討論会が予定されています。また、特に、英語、日本語、その他の言語を教えられる日本人の先生方に、今まで以上の参加をして頂き、大会のマルチリンガル/マルチカルチュラル化を進めていきたいと考えております。発表は、英語、日本語、その他どの言語でされても結構ですので、多くの方の、積極的な応募を、お待ちしております。

研究発表を御希望の方は、**7月15日水**までに(海外からの応募の場合は**7月1日**)、下記の応募書類を提出して下さい。

1. データシート

当誌に印刷されているデータシートに、必要事項を全て英語で記入の上、2部(コピー可)提出して下さい。

2. 発表要旨

選考委員会用に、英語または日本語の発表要旨を提出して下さい。英文の場合は、150語以内に要旨をまとめ、A4版の用紙にダブルスペースでタイプして下さい。和文の場合には、A4版の横書き原稿用紙を用い、15枚以内の長さにまとめて下さい。要旨には、英文・和文共に、必ず10語以内の英語のタイトルをつけ、2部(内1部のみ、氏名・住所・電話番号を必ず記入し)提供して下さい。

この要旨は、そのまま大会プログラムに掲載されますが、長さの制限を超える要旨がありました場合には、選考委員会は、それを編集する権利を有します。大会プログラムは、それぞれの参加者が出席する研究発表を選択する為に使われますので、発表の主眼点、発表形式等を明記して下さい。また、対象とする聴衆についての詳細(教育経験年数、教えている生徒の年令・能力レベル、発表テーマに関する基礎知識の必要性の有無等)を加えて下さると便利です。

尚、上記の短い要旨だけでは、発表内容を十分に説明できないという方は、選考委員会用に、別に長い要旨も提出することができます。この場合には、短い方の要旨1部(氏名・住所・電話番号を記入)と、長い要旨2部(内1部のみ、氏名・住所・電話番号を記入)の計3部を提出して下さい。

3. 発表者の経歴

大会プログラム用に、発表者の経歴を英語、または日本語で書いて下さい。英文の場合は、経歴を25~30語にまとめ、A4版の用紙にダブルスペースでタイプしたもの、また、和文の場合には、A4版横書き400字原稿用紙0.5枚にまとめたものを提出して下さい。尚、経歴を書く時は、発表者を第3者扱い(例えば、「I am...」ではなく、「T. Sato is...」、あるいは、「私は...」ではなく、「佐藤太郎は...」)にして下さい。用紙には、氏名・住所・電話番号を必ず記入して下さい。

郵送先は以下の通りです。

〒600 京都市下京区四条烏丸西入ル
住友生命ビル8階
京都イングリッシュセンター気付
JALT 国際大会・プログラム委員長

発表者への謝礼はありませんが、発表1点につき、大会参加費1人分が無料となります。

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3 LECTURES

4 SEMINARS ON SPECIAL SUBJECTS

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b. THE CONTEMPORARY ENGLISH NOVEL

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d. CONTEMPORARY BRITISH SOCIETY

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f. THE DELEGACY OF LOCAL EXAMINATIONS

g. CERTIFICATES OF ATTENDANCE AND PROFICIENCY

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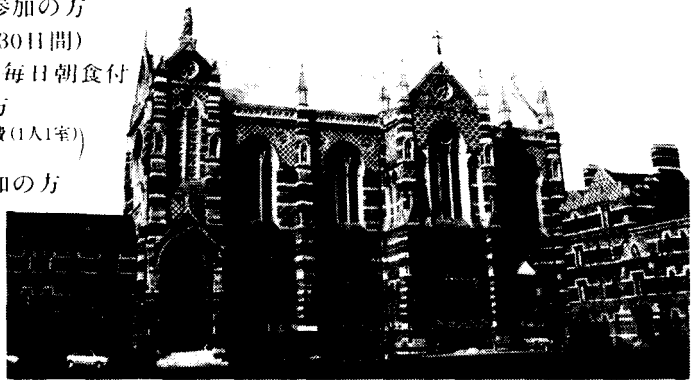
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JALT '87 PRESENTATION DATA SHEET

Chief Presenter: _____ Sex: M F

Affiliation: _____

Address: _____

Home Phone: _____ Work Phone: _____

Co-Presenters: _____

Full title of presentation (80 characters or less) _____

Short title: (50 characters or less) _____

This presentation is mainly (check ONE):

- 1 An analysis/opinion/review of one aspect of language teaching/learning
- 1 A synthesis of existing knowledge, techniques, etc.
- 1 An academic presentation of original research results
- 1 A presentation of original materials or classroom techniques.
- 1 A presentation of commercially available materials with the aim of encouraging their adoption or more effective use.

Format: 1 Workshop 1 Paper 1 Demonstration 1 Other: _____

Content Level: 1 Introductory 1 Assumes prior knowledge/use

Estimate of % Practical vs. % Theoretical

Student Age Level:

- 1 Children 1 Jr High 1 High School 1 Univ. 1 Adult 1 Any level 1 N/A

Content Area (Check ONLY ONE BOX in each column? if relevant. In addition, CIRCLE the item from one column which most closely describes the focus of your presentation.)

SKILL AREA	METHOD/SYLLABUS	MATERIALS	SUPPORTING FIELDS
<input type="checkbox"/> 1 Listening	<input type="checkbox"/> 1 Curriculum Design	<input type="checkbox"/> 1 A/V Aids	<input type="checkbox"/> 1 Language Acquisition
<input type="checkbox"/> 1 Speaking	<input type="checkbox"/> 1 CALL	<input type="checkbox"/> 1 Video	<input type="checkbox"/> 1 Literature
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<input type="checkbox"/> 1 4 Skills			<input type="checkbox"/> 1 Organizational

Equipment required: (Please be specific; i.e. Beta-II, movable chairs, etc.)

Presentation will be in 1 English 1 Japanese

Presentation length: 1 25 min. 1 50 min. 1 80 min. 1 110 min. 1 170 min.

NOTE: PRESENTERS ARE REQUIRED TO CLEARLY INDICATE IN THEIR SUMMARY ANY COMMERCIAL INTEREST IN MATERIALS OR EQUIPMENT USED OR MENTIONED DURING THE PRESENTATION.

--- DEADLINE FOR SUBMISSION OF ALL MATERIALS: JULY 15 ---
(July 1 for submissions from overseas)

MyShare

As language teachers, we all come up with our share of ideas and activities. We also use our share of ideas from other teachers. My Share is your opportunity to share your ideas and activities. Articles dealing with activities for classroom application should be submitted to the My Share editor: Marc Helgesen, Sekiguchi Dai Flat No.403, Sekiguchi 3-6-22, Bunkyo-ku, Tokyo 112. Articles should be based in principles of modern language teaching and must follow JALT manuscript guidelines. Please include a 25-50 word biographical statement.

ACTIVITIES FOR YOUNGER LEARNERS

We are delighted this month to feature two articles that offer techniques for use with younger learners.

In Suggestions for Organizing Puppet Plays, Kazuko Unozawa presents a way to put English through drama literally in (or is it "on"?) the hands of students, a technique she has found useful with many students including those perhaps reticent about other drama activities. Ms. Unozawa has been teaching at Japan Overseas Educational Services and Kanda Institute of Foreign Languages for over four years.

In the second article, long-time JALT member Rose Lesser suggests a series of card games that her students enjoy. Rose is well known to many JALT members. Born in Berlin in 1908, she has been in Japan since 1929. In addition to being a language teacher at Nihon University, she is an expert on typhoons and wild swans (both topics on which she has published books).

SUGGESTIONS ON ORGANIZING PUPPET PLAYS

By Kazuko Unozawa

Significance of puppet plays

Drama is a multi-skill activity that many students enjoy (Via 1976, Holden 1981). Drama techniques have been introduced in language learning (Maley & Duff 1982). A puppet production bears the same characteristics as plays, as it presents the socio-cultural context of language and can be introduced in the classroom in a similar manner. Students are involved in the interaction

between characters, and have to practice different levels of speech.

The significance of a puppet play is the following:

1. The actual production of puppets stimulates imagination and helps motivate students.
2. Although it may be considered a disadvantage that body movement is restricted, there are always students who are shy in all age groups. Acting is easier for these students in puppet plays.

The following activities have been tried out with primary and junior high school returnees (ages 10-12, 13-15), but may be adapted to students of all age groups at all levels. Generally speaking, students ranging from children to teenagers would be the keenest group that would enjoy puppet productions, as adults usually view puppet productions as a childish activity.

Students can write the script themselves, or it can be selected by the teacher depending on the age and the level of the students. In the former case, the teacher or a leader of the students will edit the final script.

Suggestions on workshops

Suggestions are made here for ten-day workshops based on experiences of teaching in summer sessions. The class met one hour each day. There were a lot of class assignments, such as puppet making and script writing. In plan A, students select a folk tale or a well-known story and write their script. In plan B, the teacher selects the script before the students meet. If more time is available, students can start making puppets, do some script writing, and spend more time on rehearsals in class.

Plan A

In the first half of the week, students select a story and write the script. All written work and puppet making is assigned for homework. In class, the teacher demonstrates how to make puppets. In a three-act play, the class is divided into three groups and each group is responsible for writing the script. This can be done by one person in each group, or each member can write each act and the group leader can combine the best from each script. The teacher at the last stage may combine

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the three acts and make a few corrections, The latter half of the ten days is spent on rehearsals.

Plan A

- 1 Selecting a story
Explaining how to make a puppet (1)
Distribution of material for puppets (clay, plastic head, hands)
- 2 Class discussion on synopsis, characters
Explanation of how to make a puppet (2)
Casting
Homework: Students write synopsis, start making puppets
- 3 Division of class into groups
Group improvisation
Homework: Students write script, make puppets
- 4 Group improvisation
Leaders collect script
Homework: Making puppets, leaders combine script
- 5 Students bring puppets to school
Group improvisation with puppets
Leaders hand script to the teacher
- 6 Teacher checks script and hands it to the students
Rehearsal with puppets
- 7 Rehearsal with puppets
- 8 Rehearsal with puppets
- 9 Dress rehearsal with puppets
- 10 Performance

Plan B

The teacher selects the script and hands it to the students on the first day the class meets. After students make the puppets assigned as homework, the latter half of the workshop is spent on rehearsals.

Plan B

- 1 Divide the class into groups
Casting (groups)
Groups read script
Lecture: How to make a puppet (1)
Homework: Making puppets, students start memorizing lines
- 2 Reading the script out loud in groups
Lecture: How to make a puppet (2)
Homework: Making puppets, memorizing lines
- 3 Reading the script
Homework: Making puppets, memorizing lines
- 4 Reading the script
Improvisations

Homework: Making puppets, memorizing lines

- 5 Students bring puppets to school
Rehearsals with puppets
- 6-8 Rehearsal with puppets
- 9 Dress rehearsal
- 10 Final performance

Large classes

With a large class, the students can be divided into groups according to the number of characters in the play.

How to make a puppet

There are numerous ways to make puppets, such as finger puppets and rod puppets, and teachers can select the type according to the occasion (Hereford 1983:183-187). Here, a simple way to make puppets using clay is introduced as they result in more impressive productions (see Diagram 1). Sets of plastic cores for the head and hands are available, and make the whole process of puppet-making easier. Teachers might be surprised to see how good students are at making them. The process of puppet-making, which does not seem central to the actual language learning, has good effects on it, as it stimulates imagination. It makes the language class more fun.

Material

A set called *Yubiningyo* ("finger puppet" in Japanese) that contains a plastic core for the head and hands of puppets and material for the body can be purchased for ¥140 (Shinnihonzokei, 03-389-1221). There are many types of clay on the market. A set of water colors can be used to paint puppets. Lacquer may be brushed on the puppet if a varnished surface is preferred. Listed above would be the basic material and students could add other material such as wool for hair.

It takes two to three days for the clay to dry. With primary school students, you may ask them to bring heads and hands to school to show you, as sometimes you will find students in the class who have difficulty sewing costumes or figuring out how to glue their costumes on.

Stage

A simple "open air" stage can be set up (see Diagram 2) by putting two desks on top of one another and hanging a big curtain in between.

Students perform in the open air space over the curtain.

With two groups in a class, stages can be set up at different sides of the classroom (see Diagram 3).

Audience

Although there are arguments as to whether to have a performance before an audience or not (Holden 1981:9), after practising for a while, in most cases, students are then psychologically

ready to act before an audience. A few students of another group could come to see them on the final day. In this case, it would be advisable to set up a microphone backstage.

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- Holden, S. 1981. *Drama in Language Teaching*. Longman.
- Hereford, N., et al. (eds.). 1983. *Instructor's Big Book of Plays*. Instructor Publications.
- Maley, A. & A. Duff. 1982. *Drama Techniques in Language Learning*. Cambridge University Press.
- Via, R.A. 1976. *English in Three Acts*. The University Press of Hawaii.

Diagram 1 How to make a puppet

- 1 Cover plastic head and hands with clay. It takes 2-3 days for the clay to dry (cf.1).
- 2 Sew the costume. Make a hole for the head at the top of the cloth. Also, 'leave space for hands (cf. 2-4).
- 3 Paint the puppet and add a little varnish (cf. 5-6)

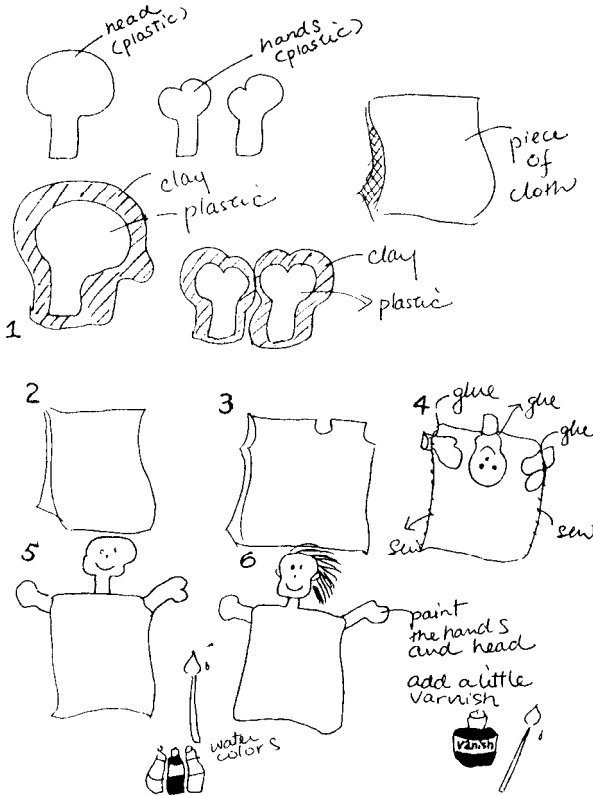


Diagram 1 How to make a puppet

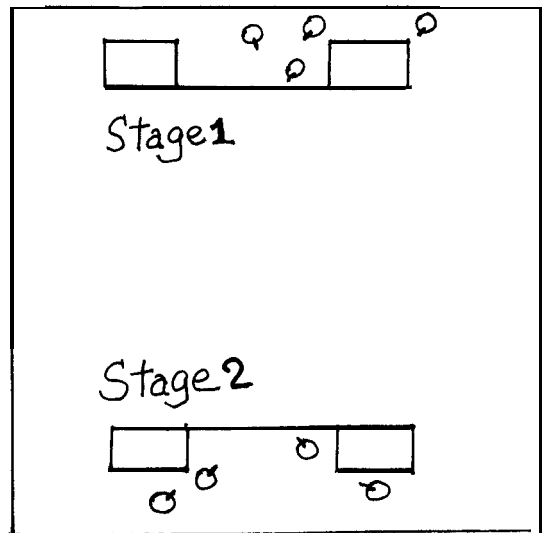


Diagram 3 Stages in a large class

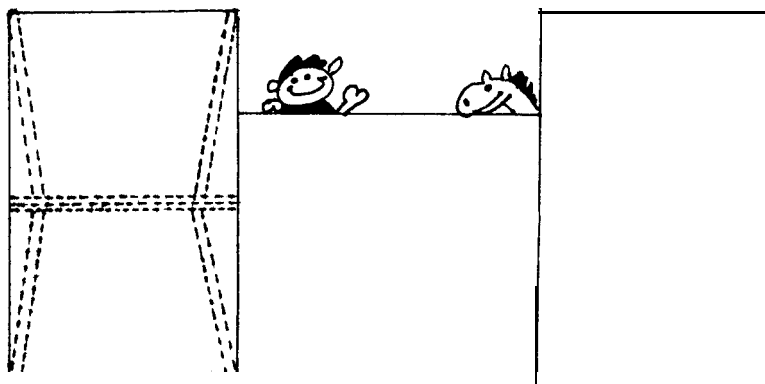
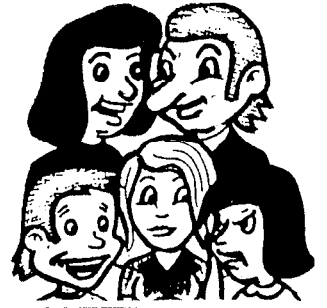


Diagram 2 Stage

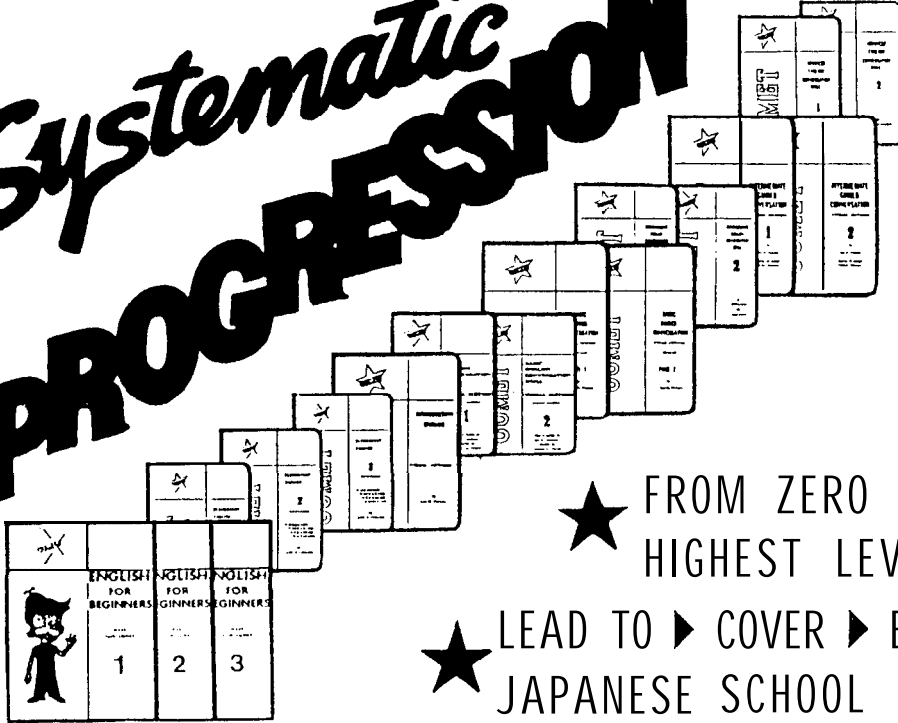


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MORE JOY CARD GAMES

By Rose Lesser

Did you realize that within 40-50 minutes students can learn 50 or more new words together with a number of very helpful phrases? It has been done with these games, which you can use for all the different levels. Materials: Old Maid, Happy Families, Antonym cards, etc. cards. General Rules: Beginners are chosen by the Rock/Paper Scissors game; if it's a game with regular turns, it goes clockwise; no hints ever; whatever has to be spoken ought to be loud and clear. Learners should sit around a table.

1) Meet Us (Listening and Identification)

a) Cards are spread at random face up on table. Point to one after the other, saying the word emphatically twice, not requesting repetition, but letting anyone who likes to repeat do so. Mimicry, corresponding to what the card shows, will make this an impressive, happy experience.

b) Cards remain as they are. Begin with a different order, yet this time showing nothing. You say, e.g., "Fat lady!"; upon which the learner who is the first spying it out and shouting the correct name after you snatches the card. If two pupils do this at the same time, "rock/paper/scissors" will decide who gets the card. As each player wants to get most cards to be the winner, the game gets exciting.

2) Attention! Attention! (Speaking and Memorizing, Expressing Feelings)

Cards are all placed face down at random on table. Players take regular turns. Each turns one card face up, at which he must say the word that names the picture. He then turns to his left neighbor and says, accompanied by a gentle gesture, "It's your turn!"; or, simply "Your turn!". [In this game, this is the most important rule and can never be dismissed. For as long as it is not spoken, the cards on the table are at the player's disposal, while the moment it is said, they all become 'open' to the entire assembly until the next player turns another card.] Every player follows suit. If a double comes up, the player picks up the pair and discards it, continuing with the play as long as he decks up doubles, each time saying: "I got a pair!" or: "I got a double!"; also pronouncing the word.

If, as it sometimes happens, he gets double

after double, other players try to irritate him, shouting: "Stop it! Stop it!"; or: "You're greedy! Shame upon you. You're greedy!" (which youngsters especially love to do). Or: "Come on! Give us a chance too!" and the like, learning to express their emotions unrestrictedly. For they are so very much involved in the play, that 'self-consciousness,' which so often hinders the Japanese language learner, is absolutely gone.

If a player overlooks a double and has said: "Your turn!"; other players, aware of this, can't be quick enough to be the first to shout: "I'll take it! I'll take it!"; at the same time hitting the table strongly with his fist. Naturally this shocks the last player and releases an outburst of laughter at his oversight by the other players. The one who was really 'first' will pick up the pair and continue with the play, even though thus - to their dismay - a number of players may lose their turn.

If anyone turns up The Old Maid, all open cards have to be turned 'face down' and mixed with the remaining cards, and the player who met the unloved Old Maid has to return all pairs gained previously, unless he is "safe." (Before the play, depending on the number of players, it has to be decided whether '3 pairs' or '4 pairs' are to be considered "safe.") The game is continued till all cards have been paired. The one with the greatest number of doubles is the winner.

3) Believe It or Not! (Reinforcing Memorization, Practicing Spontaneity)

Cards are dealt out but a pool of about five is left face down on table. Players take utmost care to neither reveal the contents nor number of cards in hand. Dealt doubles are all placed in a pile face down in middle of table. Now the beginner discards one of his singles on top of pile, shouting with some confusing mimicry either its correct name or any other found in the game, except 'Old Maid,' e.g.: "Baldheaded Professor!"; though actually it was the card of "Lovely Lily," or "Agile Acrobats"; to emphasize it, adding: "Believe it or not!" Thus it is easy to dispose The Old Maid, if one player was so unfortunate to get her. Now as in this game the winner is the one who first succeeds in pairing off all his cards, every player is eager to grasp the card; especially if he believes the one mentioned is the one of which he holds a single. If he does not believe this, he may grab one from the pile. If, however, he happens to get The Old Maid, he is not allowed to discard it right away though it is his turn then. For this he must

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wait for another turn, and do this skillfully, saying with the most honest face ever any other name. The one who is first to pick up the dropped card must, above all, be also the first repeating the proclaimed name. The quicker the students learn to react, the more exciting is the game. The one left with The Old Maid is the loser, and gets a huge round chalk mark on his forehead, which he's not to erase until the end of playing. He's the Beginner at the next game.

As this game in general is a very quick, short game, it can be repeated a number of times, helping students to remember correct spelling too.

4. Who Am I? (Description, Exactness)

As before, all cards are dealt out, no pool left. The Old Maid is taken out and no one is permitted returned to dealer, who trades them so that players do not remember who's got what. Special Rule: The Speaker never utters the name of a card.

Now the first player describes one of his cards, whether the outlook of the picture (without, though, making it too easy), or the kind of action

the creature involved might take, or the environment of same. (There are wildlife, animal, fish card 'Old Maid' games, besides those of poeple, which all can be used.)

Any player who recognizes it as the double to one of his singles, shouts, e.g.: "You are 'The Jolly Juggler'!" If the reply is: "Yes, that's right!" or: "Yes, that's correct!", he's handed the card and pairs off, placing the pair face down in the middle of the table on the heap for all discarded pairs. Now it is his turn. If he guessed wrong, the first player continues. The player who is first to get rid of all his cards is the winner, at which the game ends.

Note: It seems needless to mention that with a larger class you need several sets of cards, dividing the students in adequate groups. Due to the shocking lack of supply of these "Language Learners' Loved Friends," you may be able to make your own card sets with the help of Andrew Wright's delightful book: *1000 Pictures for Teachers to Copy* (Collins ELT, London & Glasgow).

ANNOUNCEMENT!

The following areas are now organizing chapters and have begun holding meetings:

Area	Coordinator
Suwa (Nagano-ken)	Mary Aruga 0266-27-3 894
Fukui (Fukui-ken)	Edward Miller 0776-3 S-7684
Kanazawa (Ishikawa-ken)	Susan Kocher 0762-41-4496

If you live or work in one of the above areas and wish to join a new chapter, please contact the above organizers.

Submissions to Special Issues of The Language Teacher

Articles concerned with the topic of a Special Issue may be submitted either to the Editor or to the guest editor for that particular issue. It is recommended that one or the other be consulted beforehand, to avoid content overlap, and that plans be made to submit the article approximately two months before the issue date.

For further information, please contact the Editor.



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JALT Undercover

BUSINESS ISSUES. Nick Brieger and Jeremy Comfort. Oxford: Pergamon Press, 1985. 160 pp.

The introduction of *Business Issues* describes with beautiful accuracy the aim of the book:

These materials are aimed at post-intermediate-level students who have a professional need for English . . . people in or training for *management* posts. (italics mine)

If you are considering this book for use in your classes, bear the above strongly in mind. *Business Issues* can only really be used in situations where your students truly are management types; self-motivated, driven to make decisions, and having had a strong, background in actual use of the English language. This book works best with students who work for export-oriented companies and have travelled overseas extensively on business.

Let's look at a typical unit: "How to Gain Productivity Through Pay." The following words greet the student at the head of the article, in boldface:

Productivity must rise if companies are to recover from recession; but methods of payment often act as a disincentive to increased production. Systems of pay can be structured to encourage maximum output at all levels.

This gives an idea of the general level and tone of the articles used in the remaining 19 units. The articles range roughly from 185 to 220 lines and are written in a journalistic style with the more salient points outlined in boldface as described above. The unit under examination runs to 225 lines and includes a unique diagram requiring students to provide arguments for and against issues raised in the article. This method of putting down main points from the article in diagram form was quite effective with my students who had had trouble previously understanding the concepts of summarizing and paraphrasing. Such "diagram exercises" appear in most of the remaining units.

Following the article appears a Comprehension section with six fairly difficult questions which again require summarizing fairly large blocks of text. Following the Comprehension section is a wonderful Word Study section, with well-chosen phrases appearing under headings related to the main points raised in the article: "Measurement of Productivity" (*output per hour, manning ratios*), "Reduction of the Workforce (*redundancy, to pare down the workforce*), and so on. Each phrase is also marked by line number as it appears in the article, another good feature.

In part 2 of the Word Study section, students are required to put the phrases under study in the correct blanks in a 15-line passage gleaned from the article. My students found this difficult but helpful in understanding the correct usage of such phrases as *restrictive practices* and *piece work*.

The unit is capped off by an 'Activity,' which in this case is a discussion over whether long-term productivity can only be increased by creating a satisfied workforce. Other units in *Business Issues* cover such topics as "Opening Doors in Japan," "Crisis in the U.S. Motor Industry," and "Europe's Durable Unemployment Woes."

Business Issues is by and large a wonderful book; well designed, informative, and fairly easy to use in class. The articles and exercises *are* quite difficult. A great deal is demanded from the students, which is why motivation and a strong English and management background are such key considerations in deciding to use *Business Issues*.

Reviewed by Greta J. Gorsuch
L.L.E.S. English School, Hamamatsu

Reviews in Brief

BUSINESS READING SKILLS. Michael Carrier. Thomas Nelson and Sons Ltd., 1985. 87 pp.

This may be a useful book for high intermediate to advanced business people who need to read authentic British and American advertisements, letters, company reports, business brochures, and short magazine and newspaper articles. The book has 35 units, each containing prereading exercises for students to practice extensive reading skills, followed by intensive reading of the text in order to answer comprehension and inference questions and to develop reference, language, discussion and writing skills. The text is flexible;

units are sequenced in order of difficulty, but they may be studied in any order. An answer key facilitates checking of only the inference and reference questions.

Compared with other recent reading texts, this book is not well versed in schema theory. The content is too diverse and goes in too many directions. Teachers will find themselves having to elaborate further on the prereading section in order to develop necessary schemata to aid student recall about what they know on the topic and to relate the information to their prior experience and knowledge.

Additional concerns include whether these readings suit the needs and objectives of the majority of Japanese students. The 252 new vocabulary definitions are not reinforced in practice exercises. Because this text does not develop business skills systematically and the exercises do not provide sufficient practice of these skills, teachers will have to teach additional reading strategies. Finally, both teachers and students will probably find the questions in the reference section very difficult.

Despite these problems, the book is well organized. Its content provides exposure to a wide variety of business-oriented material. Although there is room for improvement, it provides worthwhile instructional materials for language teachers to use to help students improve their comprehension of business readings.

Reviewed by Jeanne M. Wolf

INTERMEDIATE VOCABULARY. B. J. Thomas. Edward Arnold, 1986. 96 pp.

In contrast to its bright yellow and green cover, the contents of this book are disappointingly dull. Most disappointing is the fact that the "variety of enjoyable exercises" promised on that cover are not to be found. More than 80% of the exercises in the first two sections (40% of the book) are gap-filling exercises. That is, the student is instructed to put each of 10 to 20 topically-related words or phrases in its correct place in the passage or sentences below. One exercise in eight asks the student to explain the difference between several pairs of words; there are three matching exercises and an illustration of a car, whose parts are to be labelled.

The word building and word transformation practices in section four - building words with

prefixes and suffixes, changing, for instance, nouns to verbs and verbs to adjectives - are certainly of occasional value in college reading classes. Unfortunately, the almost exclusive practice in this section of filling spaces in sentences with words or parts of words makes regular classroom use uninviting. These exercises are for the motivated student working independently with the answer key.

In general, the vocabulary items in this book have been well chosen. American speakers may be slightly troubled by the author's variety of English. More importantly, however, because the differences between formal and informal, standard and slang, American and British Englishes have each been allotted but a page or two, the usefulness of the items chosen is called into question. Is "nappy/diaper" really one of the 36 most useful U.K./U.S. pairs an intermediate student could learn?

In conclusion, I opened this book hoping to find communicative language-practice activities for use in a conversation, as well as a reading, classroom. I was disappointed.

Reviewed by John Daly
Nihon University

KEEP IN TOUCH: A Student's Anthology of Modern Literature in English. Michael Knight, ed. Pergamon Press, 1985. 131 pp.

Michael Knight has put together an anthology of stories and poems by a wide range of authors. The declared purpose of the book is to help in the teaching of English to intermediate and advanced students. The method recommended by the author starts with the reading of the texts, followed by work with a dictionary, note taking and discussion. Discussion points are provided at the end of each passage.

Knight suggests using both a bilingual and an English dictionary so that the students can consult either, or both, when in doubt. He maintains that the comparative simplicity of the passages chosen, together with the dictionary, will enable the student to master the passages completely.

The passages are taken from a wide range of authors: Paul McCartney and John Lennon, G.B. Shaw, Arthur Miller and E.A. Poe, to name but a few. The prospective teacher, however, will have to consider some of these very carefully indeed

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before using them. It is hard to imagine a dictionary that would prove useful in the comprehension of the passage from *Pygmalion*, for example. This involves an understanding of the English language that reaches beyond translation, but, at the same time there are also intricate meanings that are bound to be lost when reading a text with a dictionary. How much of an explanation will be needed for works such as the poem by Bob Dylan or the passage by Steinbeck? In what language is the teacher expected to present his explanations?

For the English teacher in Japan, the most important question is how many students can actually be considered advanced enough to tackle such a text. There is also a problem of how to conduct a meaningful discussion, something which is vital to the teaching of literature. The different mentality and the attitude displayed by Japanese students in the classroom is not really very helpful to open, meaningful discussions.

On the other hand, this is probably a far better choice for a text to introduce literature in English than what is usually used in Japan today. The comparative simplicity and the shortness of the passages make it manageable, and it is possible that at least some of the text will be comprehended by the students.

Reviewed by Reuben Gerling
Technological University of Nagaoka

COMPUTER NOTIONS. Lee Rossi, Gladys Garcia and Susan Mulvaney. Prentice-Hall, 1985.

ON LINE. Robert Z. Lavine and Sharon A. Fechter. McGraw-Hill, 1986.

Computer Notions and *On Line* are very similar computer-oriented reading texts. They were probably designed for American university ESL simply as an obstacle to overcome before studying in their chosen technical fields. These fine books will be useful to only limited numbers of EFL teachers in Japan, however, due to student interests and ability. In Japan, where most EFL classes are offered in a cultural or literary program, many students simply don't care about computers. Those who do care may have already learned everything these books have to offer from the myriad of computer magazines and books available in Japanese.

On Line, from McGraw-Hill's "Instrumental English" series, contains reading selections amaz-

ingly similar to the lectures in an introductory course on computer science. Chapters cover topics such as careers in data processing, history of computer science, and computer languages. Each of the 12 chapters includes a reading passage of about six pages, vocabulary exercises, comprehension questions, and a three-to-five-page section labelled "skill enhancement," devoted to skills such as scanning and paragraph organization. Computer buffs will be delighted by the 60 black-and-white pictures and the 12 line drawings.

Computer Notions is similar to *On Line* but is slightly less reading-oriented. In addition to each chapter's reading selection, this book's six chapters include role-play scenarios, language use and composition sections. One weakness is that the role-play scenarios often seem more complicated than the main reading selection and require interest in, as well as knowledge of, American business practices. Strong points of this text include detailed pre-reading activities and vocabulary review activities, which, like activities in *On Line*, teach students to find meaning from context.

These books have obvious similarities in focus, structure, and even level of difficulty. If you decide to use a computer-oriented ESP book, however, please examine both of these books carefully. Some teachers will favor the straightforward stick-to-the-facts reading-oriented approach of *On Line*. Others will opt for *Computer Notions* with its pre-reading activities, role plays and detailed language-use sections, concerning such functions as comparing, categorizing and expressing degrees of certainty in English.

The final analysis for adopting one of these books for your classes can be expressed as a simple four-factor Boolean equation:

If (+) high intermediate to advanced reading ability AND
 (+) high student interest in computers AND
 (+) low student knowledge of computers AND
 (+) teacher willingness to talk about computers for about one year THEN

Congratulations: you have two good books to choose between.

Reviewed by Bradley Grindstaff



RECENTLY RECEIVED

The following materials have recently been received from publishers. Each is available as a review copy to any JALT member who wishes to review it for *The Language Teacher*.

Notations before some entries indicate duration on the holding list: an asterisk (*) indicates first notice in this issue; a dagger (†) indicates third-and-final notice this month.

CLASSROOM TEXT MATERIALS/
GRADED READERS

*No new entries.

- Hanks & Corbett. *Business Listening Tasks* ("Professional English" series). Cambridge, 1986.
Lefkowitz. *From Process to Product: Beginning-intermediate writing skills for students of ESL*. Prentice-Hall, 1986.
Lott. *A Course in English Language and Literature* (Student's Book, Tutor's Book). Arnold, 1986.
Roberts. *Tactics 3* (Workbook). Macmillan, 1986.
Swan & Walter. *The Cambridge English Course, 2* (Student's Books A, B, C). Cambridge, 1986.
Watson. *Welcome to English, 1* (Student's book, Teacher's book). Macmillan, 1986. (NOTE: From the introduction: "This book is primarily for adults in the Arab world. . . .")

†All entries in this category have been requested for review.

TEACHER PREPARATION/
REFERENCE/RESOURCE/OTHER

*No new entries.

- Ball & Wood, eds. *Dictionary of English Grammar Based on Common Errors*. Macmillan, 1986.
Dubin & Elshain. *Course Design: Developing programs and materials for language learning* ("New Directions in Language Teaching" series). Cambridge, 1986.
Hino, トーフルの650点: 私の英語修業 Nanundo, 1987.
Peng, et al., eds. *Variations of Language: ことばの多様性* Hiroshima: Bunka Hyoron, 1986.
Valdes. *Culture Bound: Bridging the cultural gap in language teaching* ("Language Teaching Library" series). Cambridge, 1986.

†All materials in this category have been requested for review.

The Language Teacher also welcomes well-written reviews of other appropriate materials not listed above, but please contact the Book Review Editor in advance for guidelines. It is *The Language Teacher's* policy to request that reviews of classroom teaching materials be based on in-class teaching experience. Japanese is the appropriate language for reviews of books published in Japanese. All requests for review copies or writer's guidelines should be in writing, addressed to: Jim Swan, Aoyama 8-122, Nara 630.

IN THE PIPELINE

The following materials are currently in the process of being reviewed by JALT members for

publication in future issues of *The Language Teacher*:

- Abdulaziz & Shenkarow. *Write It Right*
Ackert. *Please Write*.
Aebersold, et al. *Critical Thinking, Critical Choices*.
Aitken. *Overtones*.
Allen & Robinett. *The New Technologies*.
Bacheller. *Listening and Recall*.
Ball. *Dictionary of Link Words in English Discourse*.
Bachman. *Reading English Discourse*.
Black, et al. *Fast Forward*.
Buschmi & Reynolds. *Communicating in Business*.
Carrier. *Business Reading Skills*.
Cawood. *Cassell's Intermediate Short Course*.
Crombie. *Discourse and Language Learning*.
-----, *Process and Relation in Discourse and Language Learning*.
Crow. *Vocabulary for Advanced Reading Comprehension*
De Jong. *The Bilingual Experience*.
Dubin, et al. *Teaching Second Language Reading for Academic Purposes*.
Dunn. *Noah and the Golden Turtle*.
Ellis. *Understanding Second Language Acquisition*.
NOTE: Bruce Hawkins' tandem review of Ellis and Klein has been accepted for publication in the Spring '87 issue of the *JALT Journal*.
Feigenbaum. *The Grammar Handbook*.
Fried-Booth. *Project Work*.
Graham. *Small Talk*.
Harper, ed. *ESP for the University*.
Harris & Palmer. *C.E.L.T.*
Kitao & Kitao. *American Reflections*.
Klein. *Second Language Acquisition*. See Ellis above.
Krashu. *The Alchemy of Language*.
Larsen-Freeman. *Techniques and Principles in Language Teaching*.
Lee, et al., eds. *New Directions in Language Testing*.
Macmillan "Advanced Readers" series.
Master. *Science, Medicine and Technology*.
Mason. *Meaning By All Means*.
McCrum, et al. *The Story of English*.
Menasche. *Writing a Research Paper*.
Morgan & Rinvoluceri. *Vocabulary*.
Mugglestone, et al. *English in Sight*.
Noone. *The Ability to Risk*.
Reinhart & Fisher. *Speaking and Social Interaction*.
Rice & Burns. *Thinking Writing*.
Rivers. *Communicating Naturally in a Second Language*.
Roberts. *Steps to Fluency*.
Room. *Dictionary of Britain*.
Rosenthal & Rowland. *Academic Reading and Study Skills*.
Sheehan. *Comp One!*
Swartz & Smith. *This Is a Recording*.
Taylor, et al. *Ways to Reading*.
Thomas. *Intermediate Vocabulary*.
Thomson & Martinet. *A Practical English Grammar, 4th Ed.*
Tomalin. *Video, TV and Radio in the English Class*.
Wright. *Collins Picture Dictionary for Young Learners*.
Zion, et al. "Open Sesame" series.

JALT JOURNAL
FEEDBACK WELCOMED

Starting with the next issue of the *JALT Journal*, there will be some changes made in the cover, introductory pages, and layout. Please send your reactions and suggestions to Virginia LoCastro, Chair, Publications Board, Foreign Language Center, The University of Tsukuba, Sakura-mura, Niiharigun, Ibaraki-ken 305, Japan.

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Chapter Presentation Reports

Chapter reports on presentations are to be 150-250 words, typed double-spaced on A-4 size paper, and submitted to the Editor by the first of the month preceding publication. Longer reports can be considered only upon prior consultation with the Editor.

CHIBA

LANGUAGE GAMES/ACTIVITIES FOR CHILDREN AND YOUNG ADULTS

By Keiko Abe

Keiko Abe demonstrated practical techniques for teaching English to younger students at the January meeting of the chapter. Her presentation, greatly enjoyed by all participants, focused on developing skills in the four areas of listening, speaking, writing, and reading. In relation to Krashen's input hypothesis, she emphasized the importance of lowering the students' affective filters, and demonstrated the effectiveness of games, songs and TPR techniques in language acquisition. Though primarily aimed towards younger learners, her activities are also adaptable for all ages. This was evidenced by the avid and enthusiastic participation of all present at the meeting.

Reported by Ruth Venning

GUMMA

REFLECTIONS ON AN ORIENTAL SOJOURN

By Robert Thomas

Dr. Thomas's presentation at the January meeting of JALT-Gumma was not only interesting, but also very thought-provoking. Initially he spent time, as his title suggests, "reflecting" on his time here in Japan in a way that was both helpful and amusing to all present, whether Japanese or non-Japanese. The reflections with which he was mainly concerned were divided fairly clearly into two parts - positive and negative - and as he seemed to strike that very difficult balance between the personal and the professional, there was also never any lack of variety.

Following this talk was a period of group discussion, which dealt with such questions as "What can JALT do to help effect change in the language programmes presently offered in Japan's junior and senior high schools?"

Thomas is soon due to return to his native Canada for a year: "Go and come back!"

Reported by Keren Tomlinson

HIROSHIMA

TEACHING ENGLISH SENTENCE STRESS

By Kevin Gregg

BRITISH ACCENTS AND DIALECTS

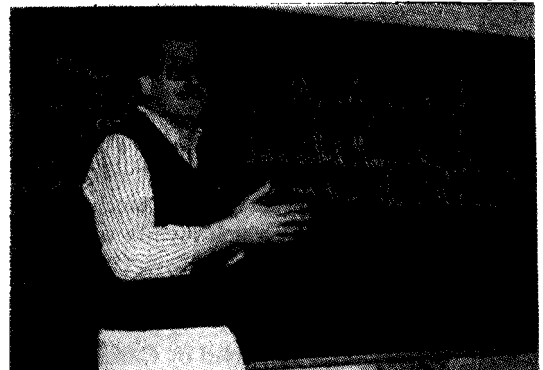
By Martin Millar

JALT-Hiroshima started 1987 with a February meeting, featuring two of its own in a double-header. Kevin Gregg gave us a new way of looking at sentence stress, and Martin Millar provided a quick overview of what some 95% of the British population speak.

Starting his presentation by explaining how stress has been "swept under the textbook rug," Gregg proceeds to take the cover off stress by describing some systematic aspects of sentence stress.

"It's in our heads" is one answer that Gregg gives to the question, "What is stress?" That is, stress depends on the speaker-hearer's knowledge of English. Rebutting the commonly held notion that a stressed syllable is louder and higher in pitch, Gregg provides evidence to support his observation that stress occurs where there is a change in intonation.

(cont'd on next page)



Kevin Gregg

(cont'd from previous page)

With many examples, we are taken step by step through Gregg's four main rules of sentence stress: normal sentence stress, old information-new information, compound stress, and tense stress. These rules help to explain why *Kyoto* might take the stress in *Kyoto is an old city* and why, on the other hand, *polemicist* is stressed in *Chomsky is a brilliant polemicist*. Or why *him* can be stressed in *John called Mary a Republican, and then she insulted him*.

"He *ain't* going no more." "I'm here, *amn't I?*" "Have you *no* got one?" These may not be in the Queen's grammar book, but they can be heard in various parts of Britain. Martin Millar introduces the regional accents and dialects found in Britain by explaining how less than 5% of the people speak with an RP (received pronunciation) accent. The majority of British people, including Millar, are bidialectal. According to Millar, RP is a "class accent." He notes that the higher someone is on the social scale, the closer the person's speech will be to RP.

A number of grammatical and phonetic features characterize the different varieties of English spoken in the U.K. If you hear, "I *ain't* seen you for ages," you can guess that you are probably in Southern England. "He *wasnae* in (he wasn't in)" or "Can you *no* come (can't you come)" will tell you that you are quite likely in Scotland. And the odds are that you are in Yorkshire if you hear /gUd/ and /bIUd/ for "good" and "blood."



Martin Millar

If you have a Cockney friend, you might ask her to "come apples and pears to have a butcher's at this." In Cockney rhyming slang "apples and pears" rhymes with "upstairs," and "butcher's" is short for "butcher's hook" which rhymes with . . .

Indeed, English is not a "uniform species" but is rich in variety.

Reported by Carolyn Miki
Hiroshima Jogakuin College

SAPPORO

LANGUAGE THEORY AND METHODS

By Bernard Spolsky

During the recent visit to Japan of Dr. Spolsky of the Bar-Ilan University, the Sapporo chapter was lucky to secure him for a Thursday-night talk on language theory and methods. Spolsky is presently working on a theory of language learning in which he is trying to understand how it is that some people learn second languages, and how and why the results of language learning experiences turn out differently for different people. Spolsky started by stressing that he is a theorist and as such is not offering methods or ways of teaching, rather he is trying to understand what happens when teachers do their work. It is clear that the issues are complicated, different methods work with different people and this means that it makes little sense to try to invent one method to answer everyone's problems. The problems in learning and teaching languages are complex.

The language learning theorist must answer the question:

*Who learns how much of what language
under which conditions?*

The *Who* stands for the properties of the learner (age, aptitude, sex, first language, etc.), and this student element is highly complex. Then *learning*, the numerous kinds of learning when studying actively, when unaware that learning takes place, when going to sleep with a problem and waking up with the answer, these are different kinds of learning that the theory must address. *How much* involves what the units are, what it means to know something in a language, what quantities the theory has to account for. *Language* refers to the differences between different kinds of English and the different registers, etc. Finally, the *conditions*; what are the effects of studying in a small or large class, studying in the country where the language is spoken, having children who bring the language home from outside, learning from peers or superiors: what effect do all these conditions have on the learning?

The theory must account for all these differences, and explain the differences in the conditions under which learning takes place. With an understanding of the theory, the complexity of what we are doing becomes clearer, and we may become able to consider what we do in our teaching and make modifications accordingly.

(cont'd on page 34)

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(cont'd from page 32)

The theory Spolsky works with follows from the formulation of the psycholinguist John Carrell:

Knowledge and skill in a target language =
present state of knowledge of a language + ability
+ motivation + opportunity

or stated differently:

Outcome =
skill in a target language at a future date

This is a simple and straightforward listing, saying that the more you have of some of the elements, the less you need of some of the others.

The theory becomes interesting when specifying the content of the parts. The *knowledge and skills in the target language* must be specified in detail to become meaningful; simply labelling it as "knowledge of English" is inadequate.

In describing the *ability*, the first detail is knowing a first language, implying among other things, that the linguistic distance between the first and-second language is important. Still, the presence of a first language obviates the need to learn many important aspects of language; e.g., the existence of indirect speech acts, or that sounds themselves are language. In listening, older and younger learners have different abilities that help their learning. Personality factors are also important, but little is known of such things as the differences between openness and shyness.

Motivation includes a desire to learn the second language, or a willingness to do the necessary work; how many reasons a learner has for learning; and the kinds of motivation possible (including integrativeness and anxiety).

Opportunity is most simply expressed in time - the length of time available for learning is very important. In immersion studies 6,000 hours has been found to produce fluent bilingual students (school L2, community L1), or, where the L2 is the language of the community, 2,000 hours. Then there is the effect of informal versus formal language learning: research shows that progress is most rapid when both are possible.

A theory like the one here doesn't prescribe which method to use, but it provides help in evaluating and understanding methods. In such an evaluation the importance of knowing the present state of language knowledge becomes critical. A

method that takes the first language of the learner into account will be more appropriate.

Spolsky's lecture was very well received, and in the questions that followed he had opportunity to reiterate that a theory must be able to explain both EFL and ESL situations and that the introduction of a monitor may in some instances act like a carpet where the dust (or unanswered questions) can be swept under and forgotten.

**Reported by Torkil Christensen
Hokusei Junior College**

SUWA

INAUGURAL MEETING

Nagano Prefecture's first JALT chapter had its first meeting on Feb. 22 in Suwa City.

Nearly 35 members gathered at the city's Bunka Center on a snowy Sunday to ratify the chapter's constitution and elect the following Executive Committee officers:

President	Mary Aruga
Facilities Chairperson	Yoshiko Brown
Membership Chairpeople	Tadashi Yanagisawa and Tami Ueda
Newsletter Liaison	Bob Brown
Program Chairperson	Esther Sunde
Publicity Chairperson	Shinji Yoshimura
Recording Secretary	Shizuko Tanaka
Treasurer	Mihoko Terashima

The President of JALT-Tokyo, David Hough, was present to speak about the historical background of language teaching and the development of various approaches in the field of ESL and EFL. He also outlined the purposes of JALT and its affiliates.

It is hoped that the new JALT-Suwa chapter will grow as the group strives to meet the needs of the many language teachers (foreign and Japanese) in the area. Plans are already being made to start other chapters in Matsumoto and Nagano City as well.

Reported by Bob Brown

NO CHAPTER IN YOUR AREA?

Why not organize one! Contact Keiko Abe, JALT Membership Chair, for complete details. Address: 1-12-11 Teraya, Tsurumi-ku, Yokohama 230.

YOKOHAMA**MUSIC AND SONGS
IN THE CLASSROOM**

By Dale Griffec

For the past 3-1/2 years, Dale Griffec has researched the use of music and songs in the EFL classroom. At the February meeting of the Yokohama chapter, he shared his "field notes" on this interesting subject.

Griffec began by trying to classify the innumerable types of music. He listed and played examples of different kinds of music, from simple songs designed for ESL students to difficult popular music written for native speakers. He then gave a checklist for using music in the classroom. When a teacher is considering using music in the classroom, he must carefully consider the age, ability and interests of his students, the purpose of the activity and the nature of the music. For example, using the Rolling Stones song "Satisfaction" for your Tuesday morning ladies' eikaiwa class may not be the best idea.

Griffec then gave many techniques for using music in the classroom. A particularly useful technique is what he calls "Song Strings." In this technique, brief portions of several songs are recorded in sequence. The students listen to the songs and match each song with a picture. Discussion or writing activities can follow depending on the ability of the students.

Reported by Jack King
Toyo-Eiwa Junior College

FROM THE EDITOR

Please feel free to send *interesting, in-action* photos to accompany articles and Chapter Presentation Reports. The photos should be black-and-white glossy, with good contrast. If you have a photo that you think would make an interesting cover, or would be eye-catching somewhere inside the issue, The Language Teacher would appreciate your contribution. Regrettably, photos can not be returned, however, so make sure the photo is one you can spare!

**FINAL MEMBERSHIP FIGURES
FOR 1986**

The final membership figure for 1986 is 2,813 members, an increase of nearly 300 from last year's final total of 2,531. This figure includes 2,579 chapter members, 111 overseas members, 87 associate members, and 36 institutional subscribers.

**東京支部・日本語教育部会
発足にあたって****(Starting of Tokyo Chapter SIG
on Teaching Japanese)**

テンブル大学日本校
北澤 美枝子
(KITAZAWA, Mieko)

最近、日本語を外国語、あるいは第二言語として学習する人の数が激増しているという報告を、日本語教育関係の本のみならず、一般の新聞や雑誌の記事の中でもよく見かける。しかも、今回は、以前の日本語ブームの頃と比較すると、学習者の多様性が更に進んでいることが報告されている。事実、現在、我々が対応している学生は、諸外国からの留学生や研修生に加え、海外帰国子女、中国残留孤児とその家族、インターナショナル・スクールやアメリカン・スクールなどの卒業生、一、二年という短期間滞日予定の外国人出向社員等々、多種多様である。文化や言語背景も異なり、学習目的も十人十色なら、目標としている日本語習得レベルも様々で、学習意欲の度合いも人それぞれである。

この様な状況において、教える側に求められているものは何か。まずは、時代や学科の違いを越えて、教師として常に要求されている知識の豊かさと理論性が挙げられる。日本語教師の場合は、文法、かなづかい、漢字、語法、表現法等の基礎知識と、比較音声学、言語学、心理学等の語学教育関連分野の研究が必要である。しかも、前述の通り、学習者の多様化という現状に於ては、教授法の多様化も急務となってきた。故に、日本国内のみにとどまらず、有効とされている語学教育方法を広く世界に求めるべきであろう。その中でどの様な考え方がどの様な生徒に最も適しているかを考えていかねばならない。また新しい教材の研究も速に行う必要がある。

そこで志を同じくする仲間を集め、温故知新の心構えと開拓者精神の本立で、いろいろな角度から日本語教育を検討する勉強会を行いたいと考えるに至った。他のJALTの例会同様、講演会を中心に、有意義な情報及び意見交換の場にしよう、委員七人で話合っている。第一回は五月中旬の予定で、その後二ヶ月に一度は集会を催していきたいと考えている。

日本語教育に情熱を燃す方々の参加を待つと同時に、意見や希望もお聞かせ願いたい。

連絡は下記の所まで。

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JALT 日本語教育部会

SEMINARS & WORKSHOPS BY DR. CALEB GATTEGNO

The Center (Center for Language and Intercultural Learning) is offering the following seminars and workshops by Dr. Caleb Gattegno, the originator of the Silent Way.

1. Computers in Language Education: two evenings in Osaka

Date: April 15 and 16 (Wednesday and Thursday)

Time: 5:30-9:30 p.m.

Dr. Gattegno has defined a clear place for the computer in education. His courseware for languages permits non-readers to master the transmutation of their spoken language into its written form in a very short time. In this workshop, we will examine ways in which the use of the computer gives a meaning to "forcing awareness" and "directing one's own practice."

2. A Weekend ESL Seminar in Osaka: "The Silent Way: its techniques and underlying principles"

Date: April 17 to 19 (Friday to Sunday)

Time: Friday, 5:30-9:30 p.m.; Saturday/Sunday, 9:30 a.m.-5:30 p.m.

The Silent Way is a modern approach to language learning which has steadily affected teachers for over 33 years. It is scientifically grounded in an understanding of language acquisition. This weekend seminar for ESL teachers will focus on the fundamental assumptions and techniques that are at the base of this approach.

3. Advanced English the Silent Way: four evenings in Osaka

Date: April 20 to 23 (Monday to Thursday)

Time: 5:30-9:30 p.m.

This intensive course in language will serve two purposes: 1) In only 16 hours of classroom time, it will provide what a number of years of study usually fails to give students; 2) It will provide an opportunity for native speakers who are ESL teachers to observe the Silent Way at an advanced level.

4. Computers in the Teaching of Mathematics: one day in Osaka

Date: April 29 (Wednesday, a national holiday)

Time: 9:30 a.m.-5:30 p.m.

Years of study in the field of mathematics have led to the development of a unique courseware entitled Visible and Tangible Math. It was conceived to transcend the barriers of languages and make use of a universal notation. This workshop will present alternatives to the foundation of mathematics which do not come from logic and tradition, but from the working of awareness and the temporal hierarchies found in all /earnings.

5. A Five-day Workshop on Awareness

Date: May 1 to 3 (Friday to Sunday), 4 and 5 (Monday and Tuesday, national holidays)

Time: Friday, 5:30-9:30 p.m.; Saturday-Tuesday, 9:30 a.m.-5:30 p.m.

Dr. Gattegno is the investigator who found that only awareness is educable in man. He has used this finding over more than 40 years of work on fundamental education, and made people learn and enjoy mathematics, learn and enjoy foreign language, learn and enjoy meeting challenges which lead to personal conquests of weaknesses and the utilization of ones strengths,

In this workshop, the time will be taken by 1) the reality and availability of our inner wealth; 2) how we have used that wealth in our spontaneous /earnings and how well we serve ourselves; 3) which paths of re-education can make us preserve those powers for the meeting of challenges today and tomorrow; 4) how working first on reviving our powers will provide us the means needed to make better sense of contemporary life.

6. A Weekend Seminar on Love: "A New Study of Love"

Date: May 8 to 10 (Friday to Sunday)

Time: Friday, 5:30-9:30 p.m.; Saturday and Sunday, 9:30 a.m.--5:30 p.m.

Longing is universal. Longing for the companionship of someone else over years of sharing what life brings becomes an idea/ most of us believe to be at hand. Love is a word often /inked with that longing. But love has rarely been met in the complexity of its nature and its demands, An attempt at grasping its reality will be made during the hours of this seminar.

Dr. Gattegno, who has been writing on the education for love since 1950 and has worked on the theme all his life, will bring to the seminar a number of insights which have been tested by many and found very useful for putting some order in one's love life. Parents, siblings, offspring, friends, lovers, and spouses, over the years have confirmed that the approach and the findings it allowed are of great value and worth considering. Participants in this seminar may well add their own confirmation.

Although all of us know love first hand, not many know what it really is. A good try at it cannot hurt.

Fees: (1) ¥12,000; (2) ¥28,000; (3) ¥22,000; (4) ¥12,000; (5) ¥48,000; (6) ¥28,000. If payment is made by **April 10** to our P.O. Account (Osaka 5-86468 Gogaku Bunka Kyokai), the fees are: (1) ¥10,000; (2) ¥25,000; (3) ¥20,000; (4) ¥10,000; (5) ¥45,000; (6) ¥25,000, respectively. Pre-printed postal transfer form is available at The Center.

All of the above take place at The Center (204 Shirono Bldg. 2F, Manzai-cho, Kita-ku, Osaka). For further information, call Fusako Allard at 06-315-0848 (The Center) or 0797-32-9682 (evenings). Reading materials for preparation can be recommended.

There is also a two-day Arabic course in Tokyo, sponsored by Kokusai Kyoiku Senshu Gakko (国際総合学園国際教育専修学校). The details are as follows:

A Two-day Language Course in Tokyo: Arabic I

Date: April 25 (Saturday) and 26 (Sunday)

Time: 10 a.m.-6 p.m.

Place: Kokusai Kyoiku Senshu Gakko (国際総合学園国際教育専修学校), 3-20-13, Nishi-Waseda, Shinjuku-ku, Tokyo (10-minute walk from Takatanobaba station); tel.: 03-232-3841

Fee: ¥15,000 (payable at the seminar site)

A language course in Arabic for those who wish to experience the Silent Way as a student. In very little time, it will give students an excellent pronunciation, a remarkable fluency, and an acquaintance with a good fraction of the functional vocabulary of Arabic.

For further information, call Kokusai Kyoiku Senshu Gakko at 03-232-3841.

Bulletin Board

Please send all announcements for this column to Jack Yohay, 1-1 11 Momoyama Yogoro-cho, Fushimi-ku, Kyoto 612. The announcements should follow the style and format of the LT and be received by the first of the month preceding publication.

TESOL/IATEFL SUMMER INSTITUTE Barcelona, July 6-31

TESOL and IATEFL are co-sponsoring a 1987 Summer Institute in Barcelona in collaboration with ESADE (Barcelona), Teachers College, Columbia University (N.Y.), and the University of London Institute of Education.

Course Directors: John Fanselow, Peter Strevens, H.G. Widdowson. For further information: E.P. Mills, ESADE, Av. de Pedralbes, 60,08034 Barcelona, Spain.

AILA SYDNEY 1987

The eighth World Congress of Applied Linguistics will be held at the University of Sydney, Aug. 16-21. For information write to: Department of Linguistics, University of Sydney, NSW Australia 2006.

INTERCULTURAL COMMUNICATION WORKSHOP FOR LANGUAGE TEACHERS

Dr. Dean C. Barnlund, Professor of Communication Theory, Interpersonal and Intercultural Communication at San Francisco State University and Visiting Professor at ICU in 1968 and 1972, and author of *Public and Private Self in Japan and the United States* (Simul Press). **Interpersonal Communication: Survey and Studies, and The Dynamics of Discussion, will conduct workshops which provide participants with an in-depth understanding of theoretical perspectives for cross-cultural communication and help develop deeper insights into the field.**

Dates: Sat., April 25 (one day); Sat.-Sun., May 2-3, and Mon.-Tue., May 4-5 (two days each). Time: 9 a.m.-5:30 p.m. Place: International House of Japan, Tokyo

Applications are due April 18. Each workshop 25 people only. For further information and application, please write to Cross-cultural Training Services, S. Araki, 6-8-10-206 Matsubara, Setagaya-ku, Tokyo 156.

CAPE WORKSHOP

The Center for Asia-Pacific Exchange (CAPE) announces the Sixth Workshop for Asian-Pacific Teachers of English to be held in Honolulu July 28-Aug. 11, 1987. This workshop is specifically designed for faculty/teachers, graduate students and scholars working in areas related to English as a foreign language. It is open to individuals working in high schools, academic/research institutions or boards of education. The deadline for registration is May 1. For more information and registration form, write to CAPE, 1-20-15-210 Hoshin, Higashiyodogawa-ku, Osaka 533, or The Center for Asia-Pacific Exchange, 1520 Ward Ave., Suite 302, Honolulu, HI 96822, U.S.A.

TEMPLE UNIVERSITY JAPAN M.Ed. in TESOL Program Distinguished Lecturer Series

Dr. Donald Bowen, University of California, Los Angeles, will give a one-credit-hour course, The Teaching of Pronunciation, in Tokyo, Sat.-Sun., April 4-5, and in Osaka, Sat.-Sun., April 11-12. For information on this as well as complete summer session course offerings, contact Michael De Grande, Temple University Japan, Mitake Bldg., 1-1 5-9 Shibuya, Shibuya-ku, Tokyo 150; tel.: 03-486-4141. Pre-registration deadline: April 22. New address thereafter: 1-16-7 Kami-Ochiai, Shinjuku-ku, Tokyo 161.

First Summer Session (credit hours in parentheses)

OSAKA: Sec. Eng. Ed. 642: The Sound System of American English (3), J. Patrie: Wed./Thur., May 13-June 18; Sec. Eng. Ed. 645: Introduction to Educational Research (3), S. Ross: Mon./Tue., May 11-June 18; Sec. Eng. Ed. 651: TESOL Special Projects-Second Language Learning Through Immersion (1), F. Genesee: Sat.-Sun., May 23-24; and Sec. Eng. Ed. 651: TESOL Special Projects-History of the Japanese Language (1), R.A. Miller: Sat.-Sun., June 20-21.

TOKYO: 642 (3), as above: Mon./Tue., May 11-June 15; English 719: Major American Writers After 1900 (3), R. Kennedy: Tue./Thur., May 12-June 18; Ed. Psych. 531: Learning Theories and Education (3), S. Tomiyasu: Wed./Fri., May 13-June 19; 651: Second Language Learning Through Immersion (1), as above: Sat.-Sun., May 16-17; 65 1: History of the Japanese Language (1), as above: Sat.-Sun., June 13-14.

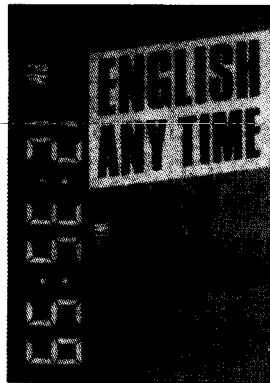
Second Summer Session courses will be listed in the May issue of *The Language Teacher*. They will feature A. Raimés (Writing), H. Madsen (Research), and B. Mohan (Content-Based L2 Teaching).

(cont'd on page 41)

Announcing

**THREE NEW SUPPLEMENTARY TITLES
FOR
PRE-INTERMEDIATE
AND
INTERMEDIATE STUDENTS**

ENGLISH ANY TIME

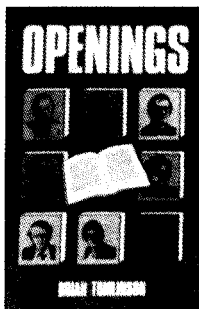


by John Dougill

ENGLISH ANY TIME is designed for intermediate EFL students and is ideal both for short, intensive courses and for supplementary and standby material.

OPENINGS

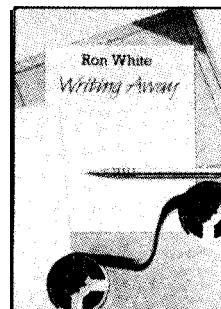
by Brian Tomlinson



OPENINGS is an introduction to literature designed for upper intermediate EFL students. The book contains forty extracts with suggested activities leading to communicative exercises.

WRITING AWAY

by Ron White



WRITING AWAY is a new intermediate EFL writing course, designed to get students using a range of different types of written text naturally and with confidence.



for more information, please contact

FILMSCAN/LINGUAL HOUSE

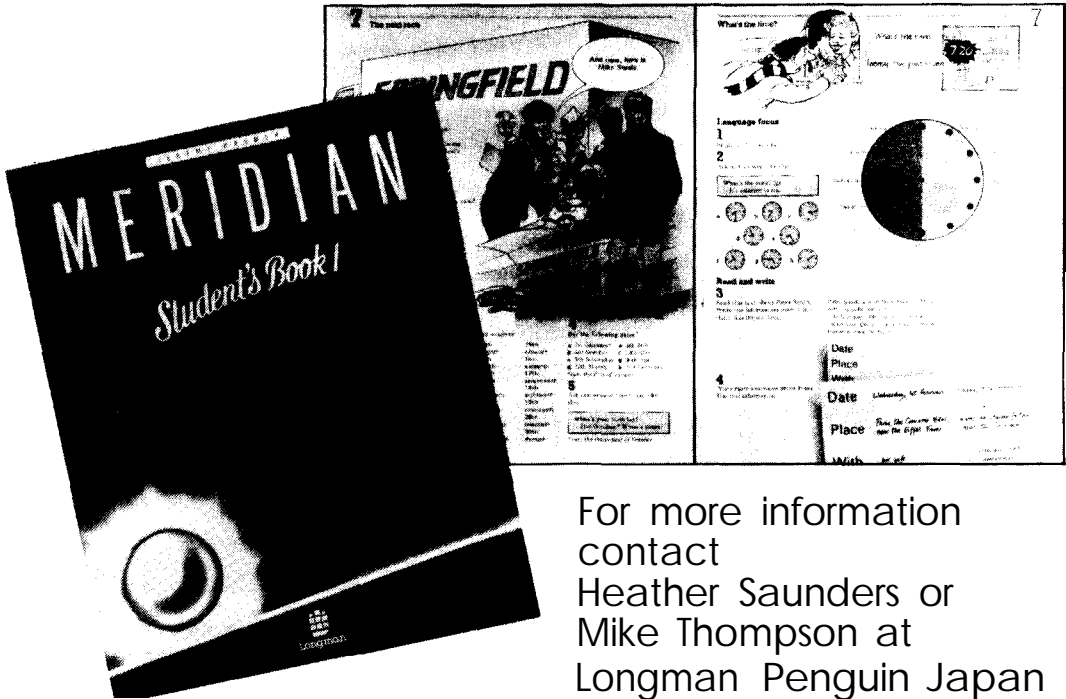


DORUMI-YOYOGI # 1107-1-57-2
YOYOGI SHIBUYA-KU TOKYO 151
TEL 03-320-4170

MERIDIAN

Stage 3 now available

Meridian is Jeremy Harmer's new three-stage English course for adult beginners. It offers a good range of activities which provide a balanced programme of work, and the Students' Books and Activity Books are flexible enough for teachers to tailor the material to their own class's needs. Look forward to a brighter future for your students with Meridian!



For more information contact Heather Saunders or Mike Thompson at Longman Penguin Japan Company Ltd., Yamaguchi Building, 2-12-9 Kanda Jimbocho, Chiyoda-ku, Tokyo 101. Tel: 03-265-7627.



(cont'd from page 38)

GATTEGNO SEMINARS

The Center for Language and Intercultural Learning is offering six seminars and workshops by Dr. Caleb Gattegno, the originator of the Silent Way (see pp. 36-37).

Place for all seminars: The Center, 204 Shirono Bldg. 2F, 3-41 Manzai-cho, Kita-ku, Osaka 530. For further information, call Fusako Allard at 06-315-0848 (The Center) or 0797-32-9682 (evenings). See ad in this issue for complete schedule and registration procedure. Reading materials for preparation can be recommended. Discount for prepayment by April 10.

There is also a two-day Arabic course using the Silent Way, Sat.-Sun., April 25-26, 10 a.m.-6 p.m., at Kokusai Kyoiku Senshu Gakko, 3-20-13 Nishi-Waseda, Shinjuku-ku, Tokyo; 03-232-3841 for information.

国際教育交流研修生募集

(International Internship Programs)

- 対象** : (1)教育関係者 (特に英語教育) 及び受け入れ国で教育職業実習をしたい人。
(2)受け入れ国で日本(文化、言葉、生活等)を紹介したい人。
(3)海外体験を通して、実用英語、生活習慣を学びたい人。
- 資格** : 20~60歳位までの方で、日本人として良識ある行動のとれる人。
- 定員** : 120名程度
- 研修予定地** : (1)アメリカ、カナダ (2)イギリス (3)オーストラリア、ニュージーランド (4)西ドイツ (5)フィンランド の公立幼稚園、小・中・高等学校 (一部私立も含む)
- 学校内での地位** : 滞在期間中教育実習のオブザーバーとして各クラスに参加し、自由に自分の研究したい科目の授業に出席できる。又、各自が準備した材料に基づいて日本について生徒に発表する時間を持つことができる。
- 宿舎** : 各州政府教育庁及び学校区の協力により安全な一般家庭に滞在。
- 期間** : 1987年10月より1ヶ月、3ヶ月、6ヶ月、又は9ヶ月 (1学年)
- 費用** : 州政府教育庁及び学校区での研修、滞在中の住居費、学校での食費は無料。食費、往復渡航費、医療保険費、オリエンテーション費その他は自己負担。
- 選考** : 札幌、仙台、東京、名古屋、大阪、広島、

福岡の各地で、面接及び筆記試験を実施。

応募締切 : 1987年4月25日(土)当日消印有効

選考説明書 : 住所、氏名、職業、電話番号を明記の上、60円切手10枚を同封して、下記までお申し込み下さい。

願書の宛先 インターナショナル・インターンシップ・及び : プログラムス(米国ワシントン州公益法人)

問い合わせ 米・英・加・豪・西独他各州政府教育庁及び学校区 東京連絡事務所
〒142 東京都品川区小山7-5-4
TEL 03-787-1973 (代)

**ENDING HUNGER WALK '87 SET
Tokyo, Sunday, May 10**

Last April 6, 210 people, mainly language teachers and students, held a charity walk alongside Tokyo's Yamanote Line. By asking their classmates, colleagues, friends and families to 'sponsor' them per stations walked, they raised over ¥2 million for rural development in Ethiopia. Other sponsors included the Tokyo and Yokohama chapters of JALT and leading EFL publishers and companies. It was an event enjoyed and remembered by all who participated. Several teachers commented on the value of spending a day informally with their own and other students; getting to know one another and practicing English at the same time. The conviction underlying this year's walk, set for Sunday, May 10, is the same as last year: that world hunger can be ended by the end of the century if we take it on as an issue in our lives.

The course will be somewhat shorter than last year and will have a 'Green Tokyo' theme. We aim to have 1,000 walkers, and the money raised will not only continue to support the Japan International Volunteer Center's 'Green for Africa' project, but also a rural development project in the Philippines. The organisers are ordinary language students and teachers. Anyone may participate in any way. Ending hunger and sponsored walk lesson plan material is available. For details call 0466-33-7661.

**訂正とお詫び
(Correction)**

表紙に印刷されております、漢数字による通巻番号に誤りがありましたのでお知らせ致します。ご迷惑をおかけしましたことをお詫びいたします。

(訂正)

Issue	Vol.	No.	Jap.	(誤)	(正)
Nov. 1986	10	12	第十卷	十四号	十二号
JALT Journal	10	13	第十卷	十三号	十三号
Dec. 1986	10	14	第十卷	十五号	十四号

Meetings

Please send all announcements for this column to Jack Yohay; 1-111 Momoyama Yogoro-cho, Fushimi-ku, Kyoto 612. The announcements should follow the style and format of the LT and be received by the first of the month preceding publication.

FUKUI (Inaugural Meeting)

Topics: 1) The History of JALT in Japan
2) Teaching Pronunciation to Japanese
Speaker: David Hough
Date: Sunday, April 5th
Time: 2-4 p.m.
Place: Fukui Culture Center (Housou Kaikan, 5th floor)
Fee: Members, free; non-members, ¥500
Info: John Service, 0776-22-3113

"The History of JALT" is a special inaugural presentation to introduce JALT to new members in Fukui. The main presentation reviews the history of, and current trends in, teaching pronunciation, both from a theoretical and from a practical, hands-on classroom perspective. After a brief overview of the history of phonology, it examines those areas of pronunciation which offer the most promise. It concludes with specific classroom activities which teachers can use.

David Hough is the recording secretary of the JALT national executive committee and author of numerous EFL manuals and texts.

This is the first meeting of the new Fukui chapter so all members and prospective members are urged to attend. An inaugural dinner party is to be held after the meeting. All are welcome.

CHIBA

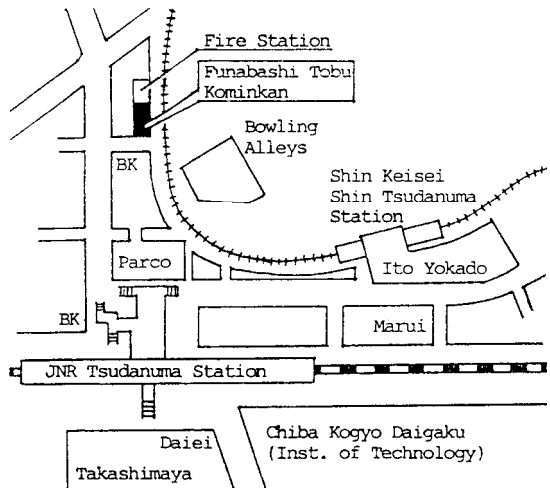
Topics: 1) Games! (Turning texts into . . .)
2) Accuracy vs. Fluency: *Why, When* and a few *How's*
Speaker: Marc Helgesen
Date: Sunday, April 19th
Time: 12:45-4 p.m.
Place: Funabashi Tobu Kominkan (near JNR Tsudanuma Station)
Fee: Members, free; non-members, ¥500
Info: Ruth Venning, 0472-41-5439 (evenings)

1) Games work. They can give language practice a purpose by creating a reason and a mechanism for communication. Further, the addition of an immediate goal can encourage students who otherwise lack motivation. Games increase student investment, involvement, and fun. In this

workshop, the elements of language-learning games will be considered and games adapted from LT texts will be demonstrated. Strategies for modifying text materials (foreign and domestic) to turn them into games will be shared. The audience will participate in the games presented.

2) Our students need both accuracy and fluency work. Too often, however, we teach toward one extreme or the other, resulting in students who either use English so haltingly that they can't carry on a conversation or students who "throw a bunch of words together" and hope that the meaning gets across. This activities-based workshop will consider the roles of accuracy and fluency in both reception and production. Participants will experience a variety of activities that illustrate the points.

Marc Helgesen teaches at the University of Pittsburgh ELI-JP, Tokyo. He is principal author of *English Firsthand* (Lingual House) and is the editor of *The Language Teacher's* "My Share" activities column. He has published and presented widely on gaming and on large classes.



FUKUOKA

Topic: It Works for Me! The Year's Best Teaching Ideas
Speakers: Local chapter members
Date: Sunday, April 19th
Time: 2-5 p.m., followed by restaurant outing (5:30-7:30 p.m.; call "Info" to reserve by April 16)
Place: Tenjin Center Bldg., 14th floor (Iwataya Community College, 092-78 1-1031). See map in Dec. '86 LT.
Fee: Members, free; non-members, ¥1,000
Info: Etsuko Suzuki, 092-76 1-38 11 (W)
Maddy Uraneck, 0940-33-6923 (H) or 0940-32-3311 (W)

The Friendship Test. Give Me a Blackboard.

Build a City. Sure-Fire Way to Teach Verbs. Come hear these and a great selection of other tried-and-true activities that are prized ammunition of your colleagues on the firing line, i.e. in Japanese language classrooms across Kyushu. If you'd like to be a presenter, call by April 10.

May Meeting

Topic: Zen and the Art of Composition
 Speaker: Philip Jay Lewitt
 Date: Sunday, May 17th
 Time: 10:30 a.m.-5 p.m.
 Place/Info: as above
 Fee: Members, free; non-members, ¥1,500

GUMMA

Topic: English Through Drama
 Speaker: Yoko Narahashi
 Date: Saturday, April 18th
 Time: 2-4 p.m.
 Place: Kyoai Gakuen High School, 0272-31-2223
 Fee: Members, Y500; non-members, ¥1,000
 Info: Morijiro Shibayama, 0272-63-8522

Yoko Nomura Narahashi is the author of the popular text *Pinch and Ouch: English Through Drama* (Lingual House).

HAMAMATSU

Topic: Communicative Activities in the Classroom
 Speaker: Douglas Buckeridge
 Date: Sunday, April 19th
 Time: 1-4 p.m.
 Place: Seibu Kominkan, 1-21-1 Hirosawa
 Fee: Members, free; non-members, ¥500
 Info: Todd Lynum, 0534-74-0328

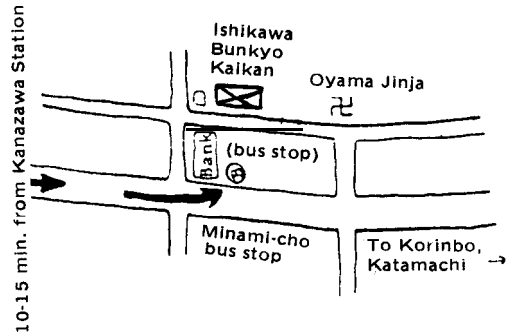
The focus will be on the use of games, information-gap, and role-play exercises. Mr. Buckeridge, a graduate of London University, has an K.S.A. diploma in TEFL and has taught for 4½ years in England and four in Japan.

KANAZAWA

Topic: Toward a More Creative Classroom Environment
 Speaker: Kevin Monahan, Kanazawa Women's Junior College
 Date: Sunday, April 5th
 Time: 2-4:30 p.m.
 Place: Ishikawa Bunkyo Kaikan, Minami-cho (large white building near Oyama Shrine; see map)
 Fee: Members, free; non-members, ¥500

Info: Sue Kocher, 0762-41-4496
 Paul Hays, 0762-65-5752

Mr. Monahan has extensive teaching experience in Japan. He has given Mom busho-sponsored teacher training sessions, as well as presentations for JALT. He has an M.A.T. from the School for International Training.



KOBE

Topic: Teaching Pronunciation in a Variety of Settings
 Speaker: David A. Hough
 Date: Sunday, April 12th
 Time: 1:30-4:30 p.m.
 Place: St. Michael's International School
 Fee: Members, free; non-members, ¥1,000
 Info: Jan Visscher, 078-453-6065 (evenings)

This workshop reviews the history of, and current trends in, teaching pronunciation – both from a theoretical and from a practical, hands-on classroom perspective. It begins with a very brief overview of the history of applied phonology over the past 40 years, noting the problems and controversies implicit in the audio-lingual and other methods which came out of structural linguistics. Next, those areas of pronunciation which offer the most promise will be examined in the light of current research into language acquisition and student-centered approaches to learning, followed by specific classroom activities which teachers can use to work on pronunciation.

David Hough is Executive Director of ICRA, an organization which designs tailor-made ESP packages for business and industry. He is also president of the Tokyo chapter of JALT, national JALT recording secretary, and author of numerous EFL manuals and texts.

May Meeting

Topic: Inter-cultural Concerns in the Language Classroom
 Speakers: Ryoko Nakatsu, Sonia Eagle, John Ratliff, Ralph Robinson, Linda Donan, and others

(cont'd on page 45)

Goodbye and Hello !

We are bigger and better now

Say "Hello" to a new publishing group!

We are pleased to announce that as of March 1st, **CBS Publishing Japan** became part of Harcourt Brace Jovanovich to form the all new **HBJ Japan**. HBJ now offers a larger, wider range of language teaching texts and teacher reference materials to meet your various needs. HBJ now carries all the titles formerly under the CBS umbrella including those from: Holt, Rinehart and Winston; Cassell Ltd.; and the Pro Lingua series: as well as selected titles from: W. B. Saunders; The Public Service Commission of Canada and Dominic Press.

Confused? Please don't be.

CBS says goodbye in name only. The new HBJ Japan is dedicated to bringing you the best in EFL/ESL and the best in service. If you have questions, have not received our latest catalogs, or just want to say "Hello," give us a ring we'd be delighted to help you in any way we can.

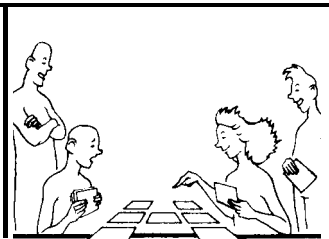
Supplementary Materials from Pro Lingua



Families 10 card games for language learners

by Marjorie S. Fuchs ¥1,400

These games can be played by students of any language, age or level. They provide the motivation and the structure for practicing conversation. The simple rules encourage players to be creative and humorous in communicating with each other. They relax and speak up, even in groups of mixed language proficiency.



Index Card Games for ESL

by Raymond C. Clark ¥800

This handbook will give you clear, concise directions for ESL card games using 3 X 5 index cards.

The games are student centered group activities that provide practice in

- pronunciation and spelling
- vocabulary building
- questioning
- sentence and paragraph structure
- *conversation
- playing in and with English

Others

Conversation inspirations for ESL

Moran ¥980

Experiential Language Teaching Techniques

Jereid ¥980

Games Language People Play

Steinberg ¥1,900

Cultural Awareness Teaching Techniques

Gaston ¥980

The ESL Miscellany

Clark ¥1,500

Language Teaching Techniques

Clark ¥980

Lexicarry

Moran ¥980

Beyond The Language Classroom

Fantini ¥2,200

Decisions

Bowers & Godfrey ¥2,250

"Beyond Experience

Batchelder ¥2,300



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Ichibancho Central Bldg. 22-1, Ichibancho, Chiyoda-ku, Tokyo 102

Tel: 03-234-3912 E.L.T. Hotline: 03-710-5180

(cont'd from page 43)

Date: Sunday, May 17th
 Time: 10 a.m.-5:30 p.m.
 Place: St. Michael's International School
 Fee: Members, ¥2,000; non-members, ¥3,000
 Info: Linda Donan, 0720-74-2766
 Jan Visscher (as above)

This special one-day conference on the inter-cultural aspects of language teaching will feature workshops and lectures with the specific aim of providing language teachers with practical ideas and experiential training for enhancing the inter-cultural component of their teaching. The keynote speech will be given by Ryoko Nakatsu, well-known author of *Nande Eigo-o Yaru No* and other publications. Publishers of inter-cultural texts have been invited to exhibit.

KYOTO

Special lecture courtesy of JALT,
 The British Council, JACET, and JELES
 (Japan English Language Education Society)

Topic: Teaching Language Competence: Why? What? How?
 Speaker: Charles Alderson
 Date: Friday, April 3rd
 Time: 3:35 p.m.
 Place: Rakuyu Kaikan, Kyoto University
 Fee: Free to all
 Info: The British Council, 075-791-7151

Dr. Alderson is Director of the Institute of English Language Education, Lancaster University (U.K.) and one of the leading experts in the testing and evaluation of language competence.

NAGASAKI

Topic: Fifteen Foreign Language Teaching Techniques that Work in Japanese High Schools
 Speaker: Lonny Wiig, Hiroshima Jogakuin H.S.
 Date: Sunday, April 19th
 Time: 1-3 p.m.
 Place: Faculty of Education, Nagasaki University, 6th floor
 Fee: Members, free; non-members, ¥1,000
 Info: Yoko Morimoto, 0958-22-4107 (W)
 Mark Tiedmann, 0958-21-2961 (H)

Lonny Wiig is one of the most popular speakers on the English-teacher circuit in Japan. The classroom activities he and Dave Mosher have created are enthusiastically received by teachers and students alike for their imaginativeness and practicality, and for the zest and laughter they add to the classroom. Designed especially for high school students, but applicable to almost any level of English teaching, the activities include: 'Hi, how ya doin'?', 'You can't sit down. until you. . .', Word Bingo, "Harakiri" and other

loan words from Japanese to English, "Mansion" and other English-to-Japanese loan words, magazine photos that teach grammar, and tension-free personal interviews.

Lonny Wiig has been teaching foreign languages, including Spanish, French, Japanese, and English, at secondary schools since 1966. He is the coordinator for Tesco I.C.S., an English conversation center. This month he will begin graduate study at Hiroshima University in the field of Asian Studies.

NAGOYA

Topic: Dr. Fil's Flying Zabuton: A Writing Roadshow
 Speaker: Philip Jay Lewitt
 Date: Sunday, April 19th
 Time: 10 a.m.-5 p.m.
 Place: Nagoya International Centre (note change of venue)
 Fee: Members, ¥1,000; non-members, ¥2,000
 Info: Tetsu Suzuki, 0566-22-5381
 Lesley Geekie, 05617-3-5384

Spurred on by amazing success at the JALT national conference in Hamamatsu, Dr. Fil has taken his show on the road. It's a workshop on how to teach English composition effectively at any level - high school, junior college, university, graduate school, adults. Beginning with the axiom that all good writing is creative, the workshop will focus on the writer's process of writing, not on the teacher's process of teaching, though the teacher's proper role will be discussed, along with its similarities to the role of the Zen teacher. The focus will be on participating - doing and discussing. Lecture time, including 'outrageous Zen stories,' will total less than one hour.

Philip Jay Lewitt holds an M.A. in Creative Writing and a Ph.D. in English and American Literature. He has spent one year as a Zen Buddhist monk at Tassajara, California, six years directing Big River Farm Zen Buddhist Community, and more than a decade teaching writing and literature and language at university level. He is Foreign Professor at Tottori University, where he directs the writing programme for future teachers.

JUN*SEN FORUM **Mini-Conference on Teaching English** **in Junior and Senior High Schools**

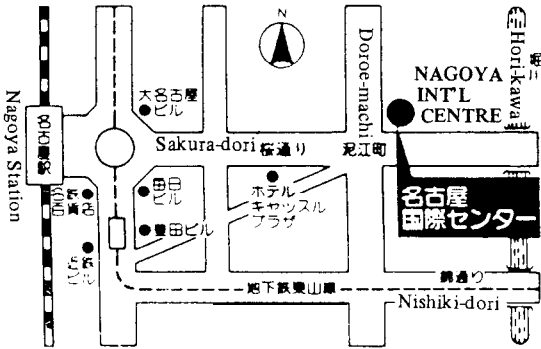
Proposed Speakers: Masayuki Sano, Yamagata University; TPR; Barbara Hoskins, Sendai: Adapting *Mombusho* Materials
 Date: Sunday, May 31 st
 Time: 9:45 a.m. to 5 p.m. (registration begins at 9:15)
 Place: Nagoya International Centre

(cont'd on next page)

(cont 'd from previous page)

Fee: Members, ¥2,000; non-members, ¥3,000
 Info: Japanese: Tetsu Suzuki, 0566-22-5381
 English: Lesley Geekie, 056 17-3-5384

Presentations will be in both English and Japanese. Details in the May LT.



OKAYAMA

Topic: TPR and Global Contextualization, Using TPR with the *Learnobles*
 Speaker: Robert Liddington
 Date: Saturday, April 25th
 Time: 2:40-4:30 p.m.
 Place: Shujitsu High School, LL (3rd floor)
 Fee: Members, free; non-members, ¥500
 Info: Fukiko Numoto, 0862-53-6648 (eves.)

OMIYA

Topic: The Role of Algebrick Rods in Enforcing Student Autonomy in Learning
 Speaker: Fusako Allard
 Date: Sunday, April 12th
 Time: 1:30-4:30 p.m.
 Place: Omiya YMCA
 Fee: Members, free; non-members, ¥1,000
 Info: Aleda Krause, 0487-76-0392
 David Burger, 0486-51-5182

Fusako Allard believes that a teacher's job is to encourage and equip each student to become his or her own teacher. Her ultimate objective for teaching is to help students establish their own criteria. During this presentation, she would like to pursue with the participants ways to improve students' perception as they would try to give meaning to words. She will focus on the use of colored rods, also known as Algebrick or Cuisenaire rods. The participants will examine how to present unambiguous situations to the students so that they can concentrate on each piece of language they are working on with maximum comprehension and minimum outside interference, which often comes from the teacher.

Fusako Allard teaches Japanese and English using the Silent Way approach. She has taught

Indo-Chinese refugees and the blind. She directs the Center for Language and Intercultural Learning in Osaka.

OSAKA

Topic: The Use of Dialogue Feedback in Teaching Writing to EFL Learners
 Speaker: Gladys Valcourt
 Date: Sunday, April 19th
 Time: 1-4:30 p.m.
 Place: Umeda Gakuen
 Fee: Members, free; non-members, ¥1,000
 Info: Linda Viswat, 06-543-1164

In dialogue feedback, the students are first asked to read a literary selection, then to write their impressions, feelings, questions, or summaries. The teacher reads these and enters into a written dialogue with each student. As the dialogue continues, both parties reacting, commenting, asking and answering questions, and introducing new topics, the writing becomes clearer, more varied, creative, and interesting as the students come to perceive writing as communication of one's thoughts.

Dr. Valcourt directs the M.Ed. in TESOL program of Temple University Japan.

On May 10, Joe Greenholtz will speak on composition.

OSAKA SIG (as above; 11 a.m.- 12:30 p.m.)

Children

Topic: Songs
 Info: Sr. Regis Wright, 06-699-8433

Colleges and Universities

Topic: Literary Study and the Department of Foreign Languages
 Info: Isao Uemichi, 06-388-2083

To be discussed: Klein, Richard B.: "Advanced Literary Study in the Smaller Department" in the *ADFL Bulletin*, vol. 8, no. 2 (Jan. 1987).

SAPPORO

Topic: Finding the Perfect Textbook
 Date: Sunday, April 19th
 Time: 1:30-3:30 p.m.
 Place: Kyoiku Bunka Kaikan, 3rd floor; North 1, West 14 (At the Nishi 11-chome subway station, take exit no. 1, walk diagonally across the park past the fountain, cross the street and go one more block east. Look for the red building with the big block sculpture in front of it.)

Fee: Members, free; non-members, ¥500
 Info: T. Christensen, 011-737-7409
 S. Yonesaka, 011-583-7940

An open discussion will be held on textbooks, their good and bad points, following opening remarks by Torkil Christensen. Members are encouraged to bring textbooks of all kinds to evaluate.

The fourth annual **Sapporo-JALT Mini-Conference** will be held Saturday and Sunday, May 16 and 17. Featured speakers are Keiko Abe, Bob Weschler, and Ann Chenoweth.

SENDAI

Topic: I Need a Supplement
 Speaker: Shari Berman
 Date: Sunday, April 19th
 Time: 3-6 p.m.
 Place: New Day School
 Fee: Members, free; non-members, ¥500
 Info: Barbara Hoskins, 022-265-4288 (W)
 Tomoo Mizuide, 022-246-0859 (H)

The **Tohoku Mini-Conference** will be held May 16-17 at Sensai Fukko Kinen Kaikan. See the May *Language Teacher* for details or call Mr. Mizuide.

SHIZUOKA

Topic: Teaching with Songs
 Speaker: Dale Griffiee
 Date: Sunday, April 19th
 Time: 1:30-5 p.m.
 Place: Tokai University Junior College (near Yunoki Station)
 Fee: Members, ¥500; non-members, ¥1,000
 Info: John Laing, 0542-61-6321 (W) or
 0542-46-6861 (H)

In this three-hour presentation we will discuss ESL songbooks as well as traditional, old standards and pop music. We will then look at several techniques for presenting and discussing different kinds of songs and music.

Dale T. Griffiee is author of *Listen and Act* (Lingual House, 1982) and co-author with David Hough of *Hearsay* (Addison-Wesley, 1986). He was guest editor for *The Language Teacher* special issue on songs and music (Vol. X, No. 10, Sept. 1986).

SUWA

Topic: "Ideashop"
 Speaker: Anyone with ideas
 Date: Sunday, April 19th
 Time: 2 p.m.

Place: Suwa Bunka Center, Kominkan, 2nd floor "Kogishitsu"
 Fee: Members, free; non-members, ¥500; non-members with ideas, free
 Info: Esther Sunde, 0266-58-3378 (H) or
 0263-52-2552 ext. 1424 (W)

Please bring your latest original or borrowed ideas on how to make language teaching interesting, fun and effective for both students and teachers. Send one photocopy of an outline for each idea presentation to Esther Sunde. Seiko Epson Corporation, 3-3-5 Owa, Suwa-shi, Nagano-ken 392, by April 10. On a separate piece of paper, please write your address and telephone number so you can be contacted.

TAKAMATSU

Topic: The Verbo-Tonal Method for Pronunciation and Hearing
 Speakers: Bill Stanford and Robert Liddington
 Date: Sunday, April 19th
 Time: 2-4:30 p.m.
 Place: Takamatsu Shimin Bunka Centre
 Fee: Members and first-time visitors, free; students, ¥250; others, ¥500
 Info: Michael Bedlow, 0877-62-2440
 Shizuka Maruura, 0878-34-6801

Take advantage of our **Special Offer** and bring a **new visitor free**. Mr. Stanford (Australia) and Mr. Liddington (England) gave a presentation on the Verbo-Tonal Method of Phonetic Correction at JALT '86. This method was first used 30 years ago to help the deaf make the sounds of a language, and can also help foreign language learners make new sounds and listen carefully to themselves. In this way it is valuable for improving listening as well as pronunciation. As the method uses active whole body movements, it is suitable for both children and adults. It can be used in any elementary to intermediate class.

TOKYO

Topic: Cooperation between English Native Speakers and Japanese Teachers (in the Middle and High School Classroom)
 Speaker: Minoru Wada, *Mombusho*
 Date: Sunday, April 26th
 Time: 2-5 p.m.
 Place: Sophia University (Yotsuya) Library 812
 Fee: Members, free; non-members, ¥500
 Info: Tokyo JALT office, 03-445-1003
 Prof. Oshima, 03-416-8477

Mr. Wada is an English Examiner for the *Mombusho* and is responsible for middle and high schools in Japan. His talk will be concerned with the current and future status/relationship
(cont'd on next page)

(cont'd from previous page)

of foreign English teachers with regard to their English-teaching Japanese colleagues.

TOKYO SIG

Business

Topic: Using Video in Teaching Business People
 Speaker: Robert Self
 Date: Sunday, April 12th
 Time: 2-5 p.m.
 Place: Temple University, Shibuya (see map in Feb. '87 *LT*)
 Fee: Members, free; non-members, ¥500
 Info: Marilyn Books, 03-229-0199
 Steve Wilkings, 03-327-8655 (H)

Robert Self is the Audio-Video Consultant for BBC. Part 1 of his presentation will be a practical, "hands-on" session which will include a technique which he originated. Part 2 will deal with methodology. Pros and cons of various course materials will be discussed. Audience participation is welcome, and a discussion will follow.

There will be a get-together at a nearby restaurant after the meeting to talk with the speaker and other participants.

YAMAGATA

Topic: Teaching English Through Geography
 Speaker: Alven Robinson
 Date: Sunday, April 19th
 Time: 1-3 p.m.
 Place: Yamagata Kenmin Kaikan, 4th floor
 Fee: Members, free; non-members, ¥500
 Info: Ayako Sasahara, 0236-22-9588

Mr. Robinson teaches comparative cultures, American culture, and EFL at Miyagi College for Women, Sendai. A report of this presentation, given in Sendai, appeared in the March issue of *The Language Teacher*.

YOKOHAMA

Topic: English Camps for High School Students (Eigo Gashuku)
 Speaker: Gwen Thurston Joy
 Date: Sunday, April 12th
 Time: 2-5 p.m.
 Place: Kaikokinen Kaikan (near JNR Kannai station)
 Fee: Members, free; non-members, ¥500
 Info: Bill or Kumiyo Patterson, 0463-34-2557

This presentation is about short, live-in English programs for small groups of high school students. A description of the program developed will be followed by demonstrations of some of the activities and materials used.

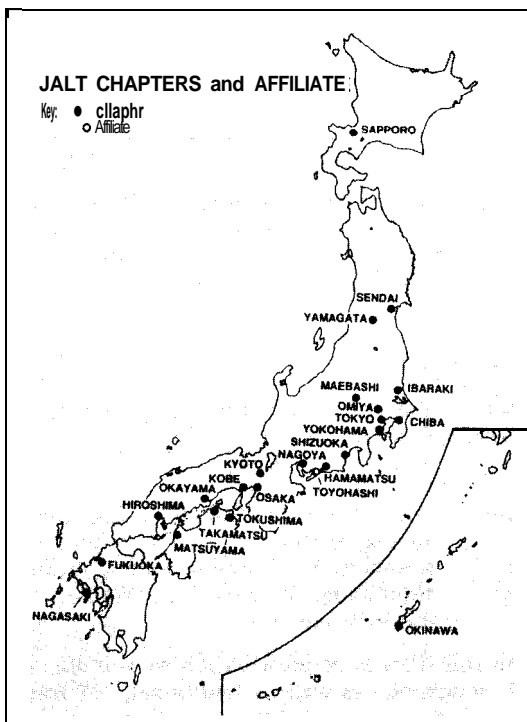
Ms. Joy has been an instructor at Fuji Seishin High School and is now at Sophia Junior College.

YOKOHAMA SIG

Teachers of English at Secondary School

Topic: Sentence Grammar vs. Contextual Grammar: New Tendencies in University and College Examinations
 Speaker: Makoto Ohshima
 Date: Sunday, April 12th
 Time: 1-2 p.m.
 Place: Yokohama Kaiko Kinen Kaikan
 Info: Kimiko Ozawa, 045-811-2959
 Mitsui Nakano, 045-543-0437

Makoto Ohshima is the chief of the English Department, Tsuru Bunka College.



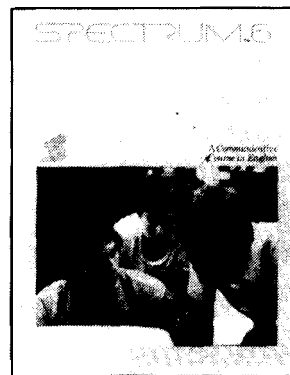
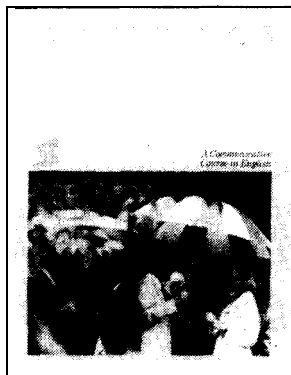
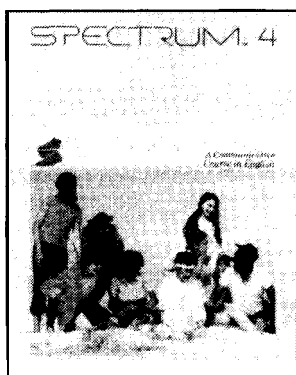
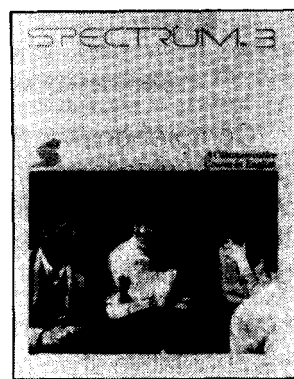
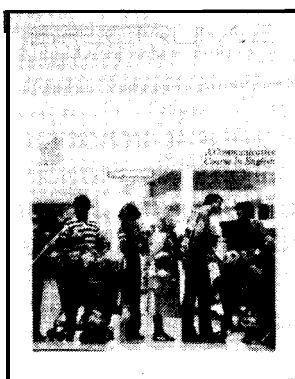
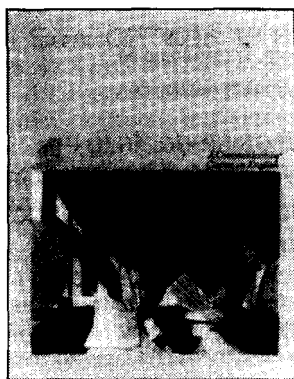
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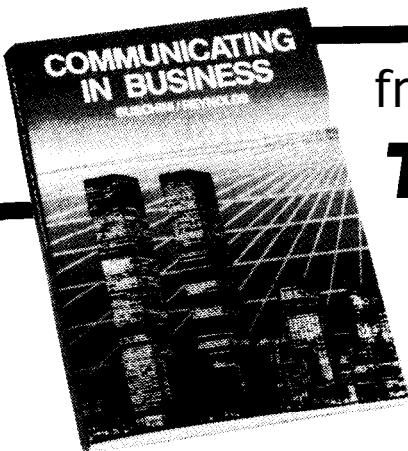
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Positions

Please send Positions notices to the Announcements Editor (address on page 3), to be received by the first of the month preceding publication. Age, sex, religion or other forms of non-job-related specifications are not encouraged.

(FUKUOKA) Full- or part-time native English conversation teacher starting in April. Required: an M.A. or at least a B.A. in TESL. The annual income is ¥3,000,000-3,500,000 depending upon qualifications and teaching experience. Please send a resume with photo and a brief description of teaching philosophy and methods to Kains English College, 1-5-2 Ohtemon, Chuo-ku, Fukuoka 8 10. For further information, please call Mr. Kanetaka, 092-714-0657 or 092-721-5020.

(KANAGAWA-ken) Two primary school returnees in Fujisawa and a company employee in Atsugi need English teacher(s). Call Jerry Harris, 03-721-1938.

(KANAZWA) Manufacturer exporter of high-tech weaving looms and machine tool accessories is seeking a full-time native speaker to begin work July 1. Duties include teaching eight classes of various levels per week, proofreading instruction manuals and promo pamphlets, and recording video narrations. Required: at least a B.A. in TEFL with teaching experience. Please send resume and a brief description of your teaching philosophy to Elizabeth Jerde, Tsudakoma Corp Nomachi 5-18-18, Kanazawa 921

(NAGOYA) Full-time teacher of English conversation (6 classes/week), who holds office hours (13 hours/week), and shares duties in the entrance exams in English. Qualifications: native speaker of English enthusiastic for teaching, preferably under 35, with M.A. in English or TESOL. Starting salary: maximum ¥5,400,000/year (taxes included). One-year contract, renewable twice (i.e. 3 years). Please send to Prof. Kiyoshi Zettsu, College of General Education, Nagoya City, University, Mizuho-cho, Mizuho-ku, Nagoya 467: (1) curriculum vitae with a photo, (2) a copy of degree certificate, (3) a list of academic essays (if any) and copies of them, (4) a four- or five-minute tape of views on teaching English, including self-introduction, and (5) two letters of recommendation. Deadline: May 31, Position to begin October 1987.

(SHIZUOKA-ken) Full-time native English-speaking teachers who have a positive, professional attitude and who would appreciate the family-like atmosphere of our school, beginning about June 1. Approx. 20 teaching hours weekly plus curriculum

JOURNAL EDITOR WANTED

The Publications Board of JALT is seeking interested, qualified people for one, possibly two, positions as assistant editors on the staff of the *Journal*. Please submit full CVs, with publications, degrees, and experience clearly outlined. Degrees should be in TEFL or Applied Linguistics. In addition, the person should have had experience in publishing as a writer and/or editor. The minimum appointment is for two years.

Submit all documents with cover letter by April 30, 1987 to Virginia LoCastro, Foreign Language Center, The University of Tsukuba, Sakura-mura, Niihari-gun, Ibaraki-ken 305.

development for both children and adult' classes. Free Japanese lessons available if desired. Minimum ¥240,000 (at 20 hours week) guaranteed: significantly more is possible depending on qualifications and enthusiasm. Please send resume and recent photo to: Yuko Hiroyama, Pioneer Language School. Akoji 1105-3, Fujinomiya-shi, Shizuoka-ken 41 8; tel.: 0544-27-9771.

(TOKYO) Part-time teachers for summer program, July 1-Aug. 11, afternoons and evenings. If interested, send a resume to: Mary Ann Decker, Director, Regular English Program, Athenee Francais, 2-11 Kanda Surugadai, Chiyoda-ku, Tokyo 101.

(TOKYO) Director of the Intensive English Language Program wanted. A Ph.D. or M.A. in TESOL or Education and an active ongoing commitment to the field of language education are minimum requirements. Experience teaching in Japan and in American academic programs, along with administrative experience, are essential. Starting date is April 25, or as soon as possible thereafter. Salary commensurate with education and experience. Please send cover letter and resume to: Laura Mayer, Chair, Faculty Search Committee, Temple University Japan, Mitake Bldg., 1-15-9 Shibuya, Shibuya-ku, Tokyo 150. No telephone inquiries please.

(TOKYO) Full-time instructors beginning May 6. Minimum requirements: M.A./M.S. in TESOL, Linguistics, or Education and two years' relevant teaching experience. One-year full-time contracts (4/25/87-4/24/88); minimum starting salary ¥355,000/month; 10 weeks' paid vacation. Please send resume and cover letter to: Michael Rost, Director, Intensive English Language Program, Temple University Japan (as above). No telephone inquiries please.

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JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of some 3000. There are currently 23 JALT chapters throughout Japan. It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications - JALT publishes *The Language Teacher*, a monthly magazine of articles and announcements on professional concerns, and the semi-annual *JALT Journal*. Members enjoy substantial discounts on **Cross Currents** (Language Institute of Japan) and **English Today** (Cambridge University Press). Members who join IATEFL through JALT can receive **English Language Teaching Journal**, **Practical English Teacher**, **Modern English Teacher**, and the **EFL Gazette** at considerably lower rates.

Meetings and Conferences - The **JALT International Conference on Language Teaching/Learning** attracts some 1500 participants annually. The program consists of over 200 papers, workshops and colloquia, a publishers' exhibition of some 1000 m², an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter. JALT also sponsors special events annually, such as the Summer Institute for secondary school teachers, and regular In-Company Language Training Seminars.

Awards for Research Grants and Development - Awarded annually. Application must be made to the JALT President by September 1. Awards are announced at the annual conference.

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JALTは、語学教育のために、最新の言語理論に基づく、より良い教授法を学ぶ機会を提供し、日本における語学学習の向上と語学教育の発展を図ることを目的とする学術団体です。現在、日本全国に約3,000名の会員を持ち、英語教師協会(TESOL)の加盟団体、及び国際英語教師協会(IATEFL)の日本支部として、国際的にも活躍しています。

出版物:上記の英文記事を参照。JALT会員、或はIATEFL会員には、割引の特典がある出版物もあります。

大会及び例会:年次国際大会、夏期セミナー、企業内語学セミナー、各支部の例会等があります。

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研究助成金:詳細はJALT事務局まで。

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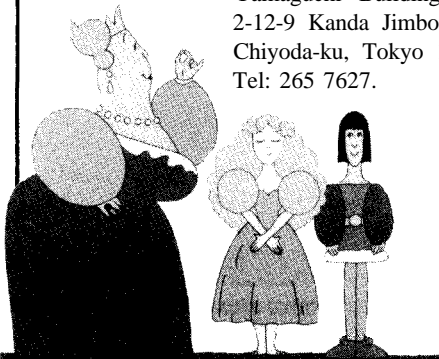
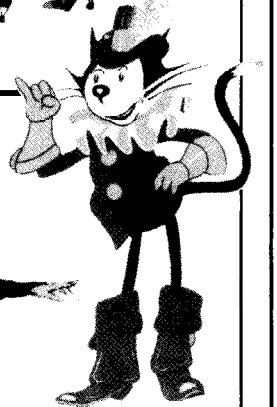
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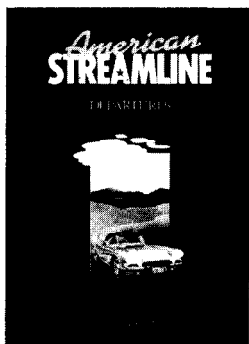
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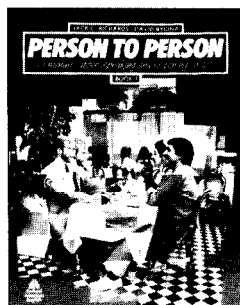


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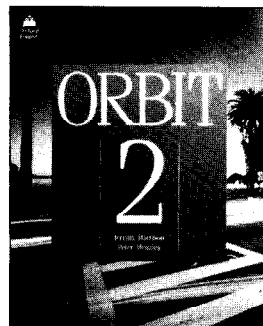
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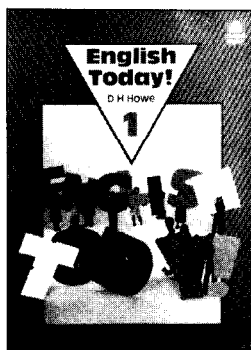
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